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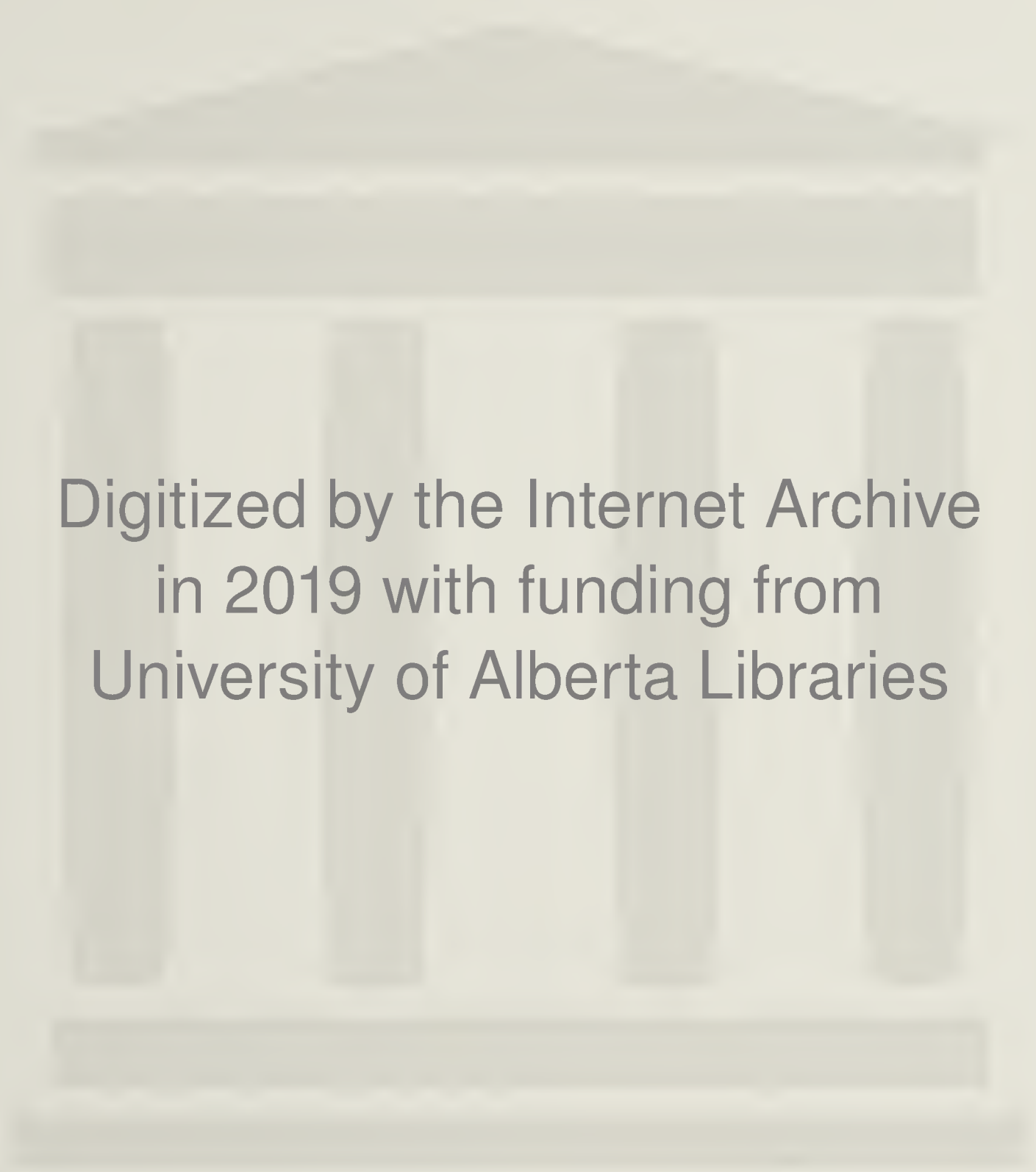


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THE UNIVERSITY OF ALBERTA

A DESCRIPTIVE SURVEY OF THE ADMINISTRATION OF  
EXTRACURRICULAR ACTIVITY PROGRAMS IN  
MONTREAL PROTESTANT HIGH SCHOOLS

by

George Sanford Scott

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
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UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Descriptive Survey of the Administration of Extracurricular Activity Programs in Montreal Protestant High Schools" submitted by George Sanford Scott in partial fulfilment of the requirements for the degree of Master of Education.



## ABSTRACT

This study was concerned with a descriptive survey of the present practices used in Montreal Protestant high schools in the administration of their extracurricular activity programs. An attempt was also made to obtain and examine the opinions of the principals, physical educators, and teachers as to how they believe an extracurricular activity program should be administered.

The information regarding the present practices and professional opinions was collected by means of an interview-schedule. Each person was interviewed individually with both the interviewee and the interviewer having a copy of the questions during the interview. The data obtained during the interview were recorded on the interviewer's interview-schedule. The information was then analyzed and a comparison was made between present practices in administering high school extracurricular activity programs, professional opinions as to the administration of a program, and trends and practices suggested in the related literature and research studies regarding administrative practices.

The survey revealed that a variety of practices were used to organize and administer the extracurricular activity programs in the Montreal Protestant high schools and that there were no School Board policies regarding organizing and administering extracurricular activity programs within schools under its jurisdiction.

A great majority of teachers volunteered their services as





sponsors with no staff member receiving financial remuneration; however, in some high schools a few teachers, usually those teaching physical education, did receive a lightened teaching load.

The administration was involved in making the decisions regarding encouraging and limiting student participation in a majority of high schools with half of the schools limiting or controlling student participation in extracurricular activities.

The non-athletic and intramural athletic activities were scheduled during the noon hour and after school, while all interscholastic athletic activities were scheduled after school during the week.

The high schools received financial support from the School Board through a grant for each interscholastic athletic team sponsored by the school and a grant on a per pupil basis. The students in each school also raised funds to support their extracurricular activity program.

Some high schools evaluated their extracurricular activity programs on an informal basis, evaluating each individual activity either continuously, at the termination of the activity or at the end of the year.



## ACKNOWLEDGEMENTS

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## CHAPTER I

### INTRODUCTION

The extracurricular activity program is presently accepted as a full-fledged partner in the educational enterprise. It is no longer possible to consider the non-instructional activities as 'extra' curricular, for many have become so interwoven with curricular activities that one cannot draw a clear-cut line of demarcation between them. McKnown states that:

The seriousness with which extracurricular activities are now being considered as evidenced by the time, attention and money being invested in them, has brought a correlative demand that they function as effectively as possible . . . .<sup>1</sup>

Because extracurricular activities offer such a wide range of contributions to the educational enterprise, there is a need for effective and efficient organization and administration of the extracurricular program.

#### I. STATEMENT OF THE PROBLEM

There has been limited research regarding the administration of extracurricular activities; this was especially true for the province of Quebec.

The Quebec Teachers' Handbook gave only passing comment to the position of extracurricular activities in the high school program,

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<sup>1</sup>Harry McKown, Extracurricular Activities (New York: The Macmillan Company, 1952), p. 614.



and mentioned nothing regarding its administration. The "Personnel Policy" handbook of the Protestant School Board of Greater Montreal mentioned nothing about the extracurricular activity program or its administration. The only mention made regarding duties of the teacher was:

. . . In addition to work affecting their own classrooms and pupils, teachers are expected to cooperate cheerfully with the Principal and their colleagues on the staff in the performance of such extra duties as may be required for the good of the school.<sup>2</sup>

Because of the need for effective administration of extracurricular activities and the limited amount of study done to date in this area, it was felt that a descriptive survey of the current practices in the administration of extracurricular activity programs in the Montreal Protestant high schools, and a related survey of the opinions of the principals and teachers concerned, would be of value.

## II. PURPOSE OF THE STUDY

This study was concerned with a descriptive survey of the present practices used in the Montreal Protestant high schools in the administration of their extracurricular activity program.

An attempt was made to obtain and examine the opinions of principals, physical educators, and high school teachers regarding the administration of extracurricular activity programs.

A consideration of the problem required an investigation of the

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<sup>2</sup>Personnel Policy, The Protestant School Board of Greater Montreal (Instructional Staff), January, 1962.







following sub-problems:

1. To determine the organizational structure for extracurricular activity programs in each school.
2. To determine the training given, methods of selection used, duties and responsibilities involved, and credit given for the supervision of extracurricular activities in each school.
3. To determine the regulations for participation in extracurricular activities in each school.
4. To determine the method(s) used for scheduling extracurricular activities in each school.
5. To determine the method(s) used for financing extracurricular activities in each school.
6. To determine if each school evaluates its extracurricular activity program, and if it does, the method(s) used in evaluation.

### III. ASSUMPTIONS, DELIMITATIONS, LIMITATIONS, AND DEFINITION OF TERMS

#### Assumptions

1. The basic assumption was that it is possible to gather information from principals, physical educators, and high school teachers that would be representative of present practices used in the administration of extracurricular activity programs in their schools.
2. The second part of the survey requesting the opinions of principals, physical educators, and high school teachers would be facts of opinion and not opinions of fact.
3. The interview-schedule, the instrument used to collect data



in the survey, was adequate for the purpose of the study.

4. The data collected by the interview-schedule was reliable.

### Delimitations

1. The schools surveyed were eighteen high schools under the Greater Montreal Protestant School Board.

2. The population interviewed in the study included the principal of each school, the director of physical education in each school, and two teachers selected by the principal.

### Limitations

1. The time allowed for the interview depended partly on the availability of the interviewee, and therefore was limited in some cases.

### Definition of Terms

Extracurricular activities. Extracurricular activities are defined as follows:

That area of the total curriculum which includes experiences not usually provided in typical classes, such as . . . clubs, assembly program, interscholastic and intramural athletics, student participation in government and other activities under the guidance of the school.<sup>3</sup>

Evaluation. Evaluation refers to the process of studying and analyzing the strengths and weaknesses of the extracurricular activity program.

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<sup>3</sup>C.V. Good, Dictionary of Education (New York: The McGraw-Hill Book Company, 1959), p. 9.



Finance. Finance refers to the act and practice of raising and expending revenue for the operation of the extracurricular activity program.

Intramural athletic activities. Intramural athletic activities refers to, ". . . athletic contests and sports involving only students of the same institution."<sup>4</sup>

Interscholastic athletic activities. Interscholastic athletic activities refers to, ". . . team or individual contests in games or sports, the players representing . . . secondary schools, and are recognized and managed by school authorities."<sup>5</sup>

Non-athletic activities. Non-athletic activities refers to intramural and interschool activities such as debate, music, drama, or clubs, etc., which are recognized and managed by school authorities.

Scheduling. Scheduling refers to ". . . the plan, program or time sequence according to which . . . extracurricular activities . . . take place."<sup>6</sup>

Sponsor. A sponsor refers to a teacher or school-appointee acting as an advisor to a specified extracurricular activity.

Supervision. Supervision refers to the advisory, directory, and management functions of the sponsor in regard to extracurricular activities in the school.

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<sup>4</sup>Ibid., p. 45.      <sup>5</sup>Ibid., p. 45.      <sup>6</sup>Ibid., p. 480.







#### IV. METHOD OF INVESTIGATION

A review of the literature suggested six main areas into which the larger problems of administering extracurricular activities may be analyzed. Because of the number of questions to be asked regarding each area, it was decided to interview the population chosen for the study. It was felt that by using the interview technique a greater percentage of the population would respond to the questions. For these reasons it was decided to devise an interview-schedule to be used in the collection of the data.

#### V. CONSTRUCTION OF THE INTERVIEW-SCHEDULE

A statement of the sub-problems and a review of the literature pertaining to the six areas of administration helped in the construction of an outline to act as a guide in formulating the questions. The questions were constructed to gather information regarding various aspects of each of the six areas of administration.

The interview-schedule was designed to collect two forms of information. A series of questions inquired about the present practices in the administration of the extracurricular activity program in each high school. Another series of questions asked the interviewees for their opinions as to how they felt a school should administer the extracurricular activity program.

After revising the interview-schedule a number of times the questions were asked to a principal, a physical education teacher, and three classroom teachers. These persons were asked to indicate any



questions they felt were ambiguous and make suggestions for their improvement. A final interview-schedule was then drawn up and used to collect the data.

## VI. COLLECTION OF THE DATA

Approval to conduct the study was obtained from the Protestant School Board of Greater Montreal and from each of the eighteen principals.

A schedule of visitations was drawn up in which two high schools were visited per day, one in the morning and the other in the afternoon over a period of nine days. A tenth day was spent interviewing School Board employees who were involved in the administration of the physical education and extracurricular activity programs in the high schools under the Board's jurisdiction.

The data were collected from fifteen principals or vice-principals, eighteen physical educators and thirty-three teachers. The interviews with the principals were scheduled at the convenience of the principal and lasted approximately one hour. The physical educators and teachers were interviewed, for the most part, during their spare periods or at a time arranged through the principals. The interviews with the physical educators and teachers lasted approximately one-half hour each.

Each person was interviewed individually with both the interviewee and the interviewer having a copy of the questions during the interview. The data obtained during the interview were collected on



the interviewer's interview-schedule.

## VII. TREATMENT OF THE DATA

Since this thesis was designed to be a descriptive survey, much of the data were reported as they were recorded in the interview. A chapter was devoted to the analysis of the information collected regarding the present practices in high schools, while another chapter analyzed the opinions of professional people regarding the administration of an extracurricular activity program in a high school.

Some of the responses were presented in tabular form to give greater clarity in interpreting the data.

## VIII. OVERVIEW OF THE THESIS

Chapter II presents a review of related literature and research findings regarding the administration of an extracurricular activity program. The material presented covers the six areas of administration as suggested in the sub-problems.

Chapter III is an analysis of the data collected in the first section of the interview-schedule reflecting the current practices in the administration of extracurricular activity programs in Montreal Protestant high schools.

Chapter IV is an analysis of the data collected in the second section of the interview-schedule giving the opinions of principals, physical educators, and teachers as to how they felt a school should administer its extracurricular activity program.







Chapter V compares the present practices with opinions of professional people and relevant information found in reviewing the literature.

Chapter VI presents the conclusions and recommendations.



## CHAPTER II

### RELATED LITERATURE

This chapter presents a review of related literature and research findings regarding the administration of extracurricular activity programs.

A search of the literature was first made to establish the fundamental tasks of administration that must be fulfilled in order to effectuate favorable conditions of learning through extracurricular activities. The tasks of the administrative process that were suggested by authorities writing on extracurricular programs were:

1. Development of an Organizational Structure
2. Supervision
3. Participation Policies
4. Scheduling
5. Finance
6. Evaluation

Koos, among others, states that, " . . . these are plainly the main subdivisions into which the large problems of administering extracurricular activities may be analyzed."<sup>1</sup>

The literature on each of the tasks of administration is presented in terms of the total extracurricular program, both athletic

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<sup>1</sup>L. V. Koos, et al., Administering the Secondary School (New York: American Book Company, 1940), p. 138.



and non-athletic areas. However where it is felt necessary, special consideration is given to the intramural and interscholastic aspects of the extracurricular athletic program in relation to the task of administration being discussed.

## I. ORGANIZATIONAL STRUCTURE

The activity program of a modern high school is a complex organization involving for its successful operation the effective cooperation of many individuals. The organizational structure of extracurricular activity programs varies from the complete autonomy of the principal to a program run solely by the students without adult help.

The policies governing an extracurricular program may be clearly established or nonexistent. Koos states that, " . . . centralized and unified government is necessary if there is to be co-ordination and some uniformity of procedure among the host of varied activity organizations."<sup>2</sup>

The organization of an extracurricular program must operate within policies established by the school board where such policies exist. It is important therefore that the board be informed of the purposes of the program. Vredevoe feels that in such cases the school boards should periodically be invited to appraise the extracurricular activity program, and be asked to make their position clear in the

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<sup>2</sup>Ibid., p. 143.





matter of financial and moral support.<sup>3</sup>

The methods of organizing a secondary school's extracurricular activity program can be as varied in number as there are schools. The literature suggested three practices in the organization and administration of extracurricular activity programs: having the principal organize and administer the program himself, appointing a director to coordinate the program, and forming a committee of staff members and students to organize and administer the program.

The principal has the ultimate authority and responsibility for the curricular and extracurricular programs in the school. In most schools the administration of the extracurricular activity program is too demanding a job for a single person with other administrative responsibilities. The appointment of a director of activities or an activities committee may be the solution to this problem. Miller states that:

In the absence of a director of activities, the principal will need to insure coordination of the total program and to help overcome difficulties that arise within groups themselves. He will need to provide the overall supervision required to keep the program going.<sup>4</sup>

The principal, whether he assumes the full responsibility for the program or delegates authority, has certain duties to perform,

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<sup>3</sup>L. E. Vredevoe, "How Many and What Extra Class Activities for Our Senior High School Students," The A.T.A. Magazine, (December 1958), pp. 6-8 and 44-46.

<sup>4</sup>Franklin A. Miller, James H. Moyer, and Robert B. Patrick, Planning Student Activities (Englewood Cliffs: Prentice-Hall, 1956), p. 96.



such as: insuring adequate financial support for the program; providing for proper scheduling; providing personnel for supervision; making final decisions regarding eligibility policies; providing materials, equipment, and supplies; and where possible, releasing the creative potential of his faculty and students. Whenever the need arises to delegate responsibility, the principal will need to establish the scope of the work to be done, define the specific duties, and provide leadership and assistance where necessary.

The administration of the extracurricular activity program in some schools is carried out by a director of activities. He is an administrative assistant to the principal and his duties are specifically associated with the extracurricular activity program. The director's position may require full-time attention or a teacher with training and interest in extracurricular activities may act as director. McKown outlines some of the areas of work that a director will be involved with:

He will develop plans for encouraging and if necessary, limiting participation; assist in assigning sponsors to particular activities; help to provide materials and equipment; discourage those activities which are believed to be detrimental and for them substitute others more valuable; and promote the proper articulation of the various elements.<sup>5</sup>

Another method of administering the extracurricular activity program is through an activity committee. The activity committee usually consists of faculty members and students. Their responsibi-

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<sup>5</sup>Harry McKown, Extracurricular Activities (New York: The Macmillan Company, 1952), p. 616.





lities and duties would be the same as those mentioned for an activity director.

The Students' Council in some schools is responsible for the coordination and functioning of the extracurricular activity program, and in turn the Council is usually responsible to the principal or a staff advisor.

The organization for the administration of interscholastic athletics should, according to a majority of writers, be the same as that for all other aspects of the extracurricular activity program.

## II. SUPERVISION

Supervision is recognized as perhaps the most important element in the administration of an extracurricular activity program. Douglass in developing criteria for determining what activities should be offered feels that, ". . . no activity should be maintained for which a capable and reliable advisor cannot be found."<sup>6</sup> Johnston states, however, that:

Too frequently though, teachers have looked upon requests to sponsor clubs or plan assemblies as unnecessary inroads on their 'free' time and have viewed the scope of their legitimate duties as bounded by classroom walls.<sup>7</sup>

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<sup>6</sup>Hart R. Douglass, Modern Administration of Secondary Schools (Toronto: Ginn and Company, 1954), p. 175.

<sup>7</sup>Edgar G. Johnston and Roland C. Faurce, Student Activities in Secondary Schools (New York: Ronald Press, 1952), p. 10.





Kratzmann, in a study of six composite high schools in Alberta found 53 per cent of the teachers surveyed were sponsors.<sup>8</sup> Marles's study revealed that 87 per cent of the teachers in ten Edmonton junior high schools sponsored extracurricular activities.<sup>9</sup>

If extracurricular activities are to contribute to the school's objectives and the objectives of education, then it is important that the sponsor be adequately trained. Hutton, in his study, states regarding the training of teacher-sponsors that:

Not only do teachers require the ability to organize, to direct and promote student activities, but they must understand the reason for extra-curricular programs and the part they can contribute to the school's aims and objectives. All this points up to the necessity of teachers being trained for extra-curricular responsibilities they will more than likely be required to assume when they are out in the field of teaching.<sup>10</sup>

None of the writings in the field clearly indicates how a desirable background for sponsorship could be secured. Kratzmann mentions three sources for background experience: (1) experience as a participant in extracurricular activities at high school and college levels; (2) instruction at teacher-training institutions; and (3) formal or informal inservice training.<sup>11</sup> Boyko, in a study of current

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<sup>8</sup>Arthur Kratzmann, "A Descriptive Survey of the Extracurricular Programs of the Composite High Schools of Alberta" (unpublished Master's thesis, University of Alberta, Edmonton, 1958), p. 54.

<sup>9</sup>John D. Marles, "Extracurricular Activities in Edmonton Junior High Schools" (unpublished Master's thesis, University of Alberta, Edmonton, 1963), p. 86.

<sup>10</sup>J. E. Hutton, "Extra-Curricular Activities in St. Joseph's Boys' High School" (unpublished Master's thesis, University of Alberta, Edmonton, 1960), p. 34.

<sup>11</sup>Kratzmann, op. cit., p. 22.



practices in extracurricular activities in Alberta centralized schools, found that out of the three hundred twenty-seven teachers surveyed 46 per cent held special certificates for the extracurricular work they did, while 54 per cent apparently had no special training.<sup>12</sup>

The selection of sponsors is an extremely important task that is usually bestowed upon the principal. It is difficult in that such factors as type of activity, teachers' interests and abilities, students' wishes, and teaching loads must be considered. Various methods of selection are possible with none guaranteeing success. Frederick suggests six methods that are commonly used in the selection of extracurricular activity sponsors.

1. Student selection. This is the least desirable method as it provides no consideration of interests, abilities, or work loads of teachers. Popular teachers are selected by several groups, others by none, and consequently teaching-load adjustments are difficult, and ill-feeling may result within the organization.

2. Administrative appointments. This is the most widely used method. Although this method facilitates scheduling and allows the principal to adjust and equalize teaching loads, it is basically autocratic, and allowances may not be made for the sponsor's interests and abilities.

3. Teacher selection. This method allows the teachers to check on a proposed activity list sent by the principal, the activities they are most interested in and qualified to sponsor. This method indicates the willingness of the administrator to work with his faculty to secure the best program possible, however, there is no guarantee that the teachers will be assigned to sponsor activities checked.

4. Assignment at time of employment. The administrator usually discusses with the candidate the subjects and extracurricular activities he expects him to teach and sponsor. This method permits consideration of the skills, abilities, and interests of

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<sup>12</sup>Steve Boyko, "Current Practices in Extra-Curricular Activities in Alberta Centralized Schools" (unpublished Master's thesis, University of Alberta, Edmonton, 1959), p. 57.





each candidate, and allows him time for preparation in the activity which he will sponsor, however, as teachers are often hired early in the year for a position in September, definite assignment of activities to be sponsored is often not possible.

5. Administrator-teacher conferences. This is a method involving the cooperative approach. The teacher can explain directly his preferences and qualifications for sponsorship of certain activities to the principal, while he can explain the difficulties or problems that he may face. In using this method the principal has the opportunity to examine the interests and qualifications of each teacher, the teacher has the opportunity to make suggestions regarding the activity program as a whole, and to secure a better understanding of the principal's position, however, it has the disadvantage of being time consuming.

6. Administrator-teacher-student conference. This method would give each party concerned an opportunity to assist in the assignment, and would provide maximum information for the administrator, however, it is time consuming and would inevitably result in some dissatisfaction on the part of both teachers and students.<sup>13</sup>

Kratzmann's study of six Alberta composite high schools revealed that 76 per cent of the two hundred fifty-one teachers questioned had volunteered to act as sponsors, and one-third of this group volunteered because they had an interest in the activity they were sponsoring. When asked whether they felt they were sponsoring the activity they felt best suited for, 67 per cent said, "Yes," 5 per cent said, "No," and 28 per cent said, "As well as any."<sup>14</sup>

The literature mentioned numerous duties that a sponsor should fulfill, the following being those most frequently mentioned:

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<sup>13</sup>Robert W. Frederick, The Third Curriculum (New York: Appleton-Century-Crofts, Inc., 1959), pp. 224-227.

<sup>14</sup>Kratzmann, op. cit., pp. 55-57.





(1) guide the activities of the organization; (2) provide leadership, encouragement and help with planning; (3) attend all meetings; (4) endorse the rules of the organization; (5) maintain order; (6) have an interest in the activity; (7) have a knowledge of the activity; (8) establish rapport with members in the organization; and (9) keep the program rolling.

Closely associated with a sponsor's duties are his responsibilities. Frederick mentions three areas of responsibility that a sponsor should be aware of:

1. Educational responsibility. This includes furthering the educational objectives of the school program, helping in the development of desirable qualities in the students through the use of good guidance procedure, encouraging individual and cooperative effort, and ensuring that the projects and activities of the individual and groups contribute constructively to the school program.

2. Moral responsibility. The sponsor should be aware of the need for a strong personal morality, and attempt to aid in the development of good moral character in his students.

3. Legal responsibility. The sponsor should be aware of the possibilities and complications of legal problems, and should know safeguards against them. He should handle all contracts with organizations outside the school, and avoid careless or unreasonable risks through negligence.<sup>15</sup>

Hutton, through interviews with staff members, found that many of them, " . . . were never sure of their exact authority . . . they did not know just where their own authority began and ended."<sup>16</sup> Many writers felt that in-service training programs were the answer to this problem.

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<sup>15</sup>Frederick, op. cit., pp. 229-32. <sup>16</sup>Hutton, op. cit., p.38.



One important aspect that must be considered when discussing the supervision of extracurricular activities is whether or not credit should be given to the sponsor. The literature suggested two forms of credit, one being financial remuneration, and the other a reduction in the sponsor's teaching load. Johnston believes that:

. . . Duties in relation to the activity program have not received adequate recognition in considering the teacher's load. . . . The appropriate 'teaching load' should be determined in the light of realistic consideration of the teacher's total contribution to the school.<sup>17</sup>

In regard to the monetary remuneration for sponsorship of extracurricular activities, Douglass offers this comment:

Such practice is almost certain to lead to difficulties in determining the relative values of such services in connection with different activities; competition for the bonuses is not likely to result always in the assignment of the best-qualified individuals; and the increased time spent on activities is almost certain to reduce proportionately the time that may be given to duties connected with the teaching assignment. It is preferable to make a compensating reduction in the teaching load for services as activity advisers and coaches.<sup>18</sup>

The actual reduction of teaching load is a difficult problem because of the differences in the time required, the size of the organization, and the amount of activity one group has as compared with another. Frederick continues:

. . . It would seem that the reduction of one class for each two clubs, or one time-consuming activity such as the school newspaper . . . or coaching interscholastic sports . . . should be expected.<sup>19</sup>

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<sup>17</sup>Johnston, op. cit., pp. 361-62.    <sup>18</sup>Douglass, op. cit., pp.173-4.

<sup>19</sup>Frederick, op. cit., p. 232.







Hutton when questioning his study population as to whether they thought that all staff members should assist with extracurricular activities found that 60 per cent felt that not all staff members should assist in extracurricular activities.<sup>20</sup>

Kratzmann, in studying the teaching load of two hundred fifty-one teachers in six Alberta composite high schools, found that physical education teachers were responsible for 50 per cent of the total hours spent in the supervision of extracurricular activities. He also found that physical education and English teachers were responsible for about 45 per cent of all activities offered.<sup>21</sup>

Marles, in his study, found that each teacher involved in sponsoring activities had three activities, and the mean time spent by each sponsor per activity was about fourteen hours.<sup>22</sup>

Chalmers, in his study of extracurricular activities in Alberta High Schools, reported that thirty-one out of forty-seven teachers replied that they felt that some teachers should be exempt from supervision for such reasons as heavy teaching load, lack of interest, lack of ability, and for reasons of age or poor health. In general, the teachers as a group felt that all who can give service in extracurricular activities without being overburdened should do so.<sup>23</sup>

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<sup>20</sup>Hutton, op. cit., p. 31.      <sup>21</sup>Kratzmann, op. cit., p. 59.

<sup>22</sup>Marles, op. cit., p. 89.

<sup>23</sup>J. W. Chalmers and R.E. Rees, "A Cooperative Study of High School Extra-Curricular Activities," The Alberta Journal of Educational Research, IV:2, (June, 1958), p. 89.



In Boyko's survey of three hundred twenty-seven teachers who directed extracurricular activities, he found that 83 per cent received no credit, 14 per cent received a lighter teaching load, and three per cent received special remuneration.<sup>24</sup>

Regarding the supervision of intramural athletics, Koos states that:

In every secondary school there should be a regular teacher designated as the intramural director, who will be responsible for the intramural program. Usually the intramural director should be a member of the department of physical education, whose primary interest is the welfare of the average pupil.<sup>25</sup>

The literature suggested that the conditions of supervision of intramural athletics should be identical to those for the supervision of non-athletic activities in the school.

A review of the literature and research done regarding the supervision of interscholastic athletics indicated agreement as to the qualifications required of a sponsor. Perhaps the best summary of this is by Johnston:

The athletic coach is a teacher. He should be a full-time member of the staff, meeting standards of preparation comparable to those required for other teachers, and sharing responsibilities of the teaching staff. In general, coaches should be members of the department of physical education with a comprehensive understanding of the total contribution of physical education to the program of the school and of the part which athletics should play.<sup>26</sup>

One other factor regarding the supervision of extracurricular activities that needs mentioning is the practice of having non-staff

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<sup>24</sup>Boyko, op. cit., p. 60.    <sup>25</sup>Koos, op. cit., pp. 112-13.

<sup>26</sup>Johnston, op. cit., p. 217.





personnel act as sponsors for various organizations. The majority of authors supported Douglass's view that:

Occasionally in a smaller school, where no one on the staff is competent to act as adviser to a desirable organization, the principal may appoint some responsible competent individual in the community who is willing to give the time and attention necessary. This practice should be regarded as makeshift, to be employed only on rare occasions.<sup>27</sup>

### III. PARTICIPATION POLICIES

If the extracurricular activity program is viewed as an integral part of the education enterprise it is only right to encourage student participation. Kilzer suggests that:

. . . Before a constructive program for encouraging pupil participation in allied activities of a given high school is undertaken, it is appropriate to ascertain reasons pupils give for not taking part. Those center around lack of funds, time, transportation facilities, activities periods within the school day, freedom to join the activity of their choice, necessary ability or skill, a program adequate in scope and quality, qualifications of the sponsors, adequate program of information, and credit or other awards.<sup>28</sup>

He goes on to suggest some ways of overcoming or at least minimizing the reasons for non-participation. They are:

1. A program of broad scope and high quality is provided.
2. Some participation is required of every pupil.
3. Awards or credit may be given for participation in allied activities.
4. Attempts made to limit the cost of membership.
5. A point system or system of majors and minors induces pupils to participate.

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<sup>27</sup>Douglass, op. cit., p. 191.

<sup>28</sup>Louis R. Kilzer, Harold H. Stephenson, and H. Orville Nordberg, Allied Activities in the Secondary School (New York: Harper & Brothers, 1956), p. 22.





6. An activity period within the regular school day.
7. Various agents and agencies of guidance or counseling are utilized.<sup>29</sup>

Limiting the participation of students in extracurricular activities seems justified for at least the following two reasons. First, it prevents the students who are not achieving as well scholastically as they could from participating in too many activities, and second it prevents a few students from participating in too many activities, thus allowing other students a chance to participate.

There are numerous ways of limiting participation ranging from simple limitation to elaborate eligibility rules and membership regulations.

Simple limitation sets the topmost limit in the number of offices that may be held, or activities that a student may participate in.

Limitations can also be achieved by the daily schedule of the school as it prevents participation through having many activities scheduled on the same day at the same time.

Scholarship often plays a central part in the limitations of a student's participation in extracurricular activities. The literature was in unanimous agreement that to limit student participation on the basis of scholastic achievement is not a favorable approach. Johnston feels that:

. . . Scholarship limitations seem invalid and even harmful, since they usually ban the very boy or girl who most needs the

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<sup>29</sup>Ibid., pp. 22-24.



experience of school activities.<sup>30</sup>

Another reason suggested by Hutton for not using scholastic achievement as a method for limiting participation is that:

....Barring students whose grades are not acceptable is tantamount to saying that extra-curricular activities are a reward and privilege given only to students who are able to take part in them and still keep up their marks.<sup>31</sup>

Douglass states that, " . . . studies relating to the question seem to indicate rather clearly that participation in activities has little or no undesirable effect upon scholarship."<sup>32</sup> In his book, The Third Curriculum, Frederick makes the following interesting statement regarding scholarship and participation:

When it is remembered that isolated marks are notably subjective and that variations in the ease of earning high marks exist from department to department in the same school and from institution to institution and that some kind of 'halo effect' does influence the mark given to prominent athletes and other student leaders, sweeping conclusions respecting the effect of participation on marks and of scholastic standing on participation cannot be made.<sup>33</sup>

Regarding scholastic achievement and participation it may be said that failure in school work is not solved by a blanket prohibition of extracurricular participation.

Many schools have other eligibility rules besides that of scholarship. These rules vary from school to school, and from organization to organization. Some of the more common ones are: (1) age, (2) sex, (3) prerequisite in the form of related class work,

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<sup>30</sup>Johnston, op. cit., p. 317      <sup>31</sup>Hutton, op. cit., p. 82.

<sup>32</sup>Douglass, op. cit., p. 173      <sup>33</sup>Frederick, op. cit., p. 111.







(4) students must be either elected or appointed, (5) certain skill required, and (6) school conduct.

If eligibility rules are to be imposed they should be the same for all types of activities, for as Kilzer states:

. . . It is wrong to deny a youth the privilege of playing on the team, for errors of omission or commission, while permitting or encouraging another pupil to tootle in the band or act in a class play when he is guilty of the same transgressions as the athlete.<sup>34</sup>

Membership in any organization should be governed by the following principles as outlined by Douglass:

1. There should be complete democracy in the means of determining membership.
2. Membership should be determined on the basis of the pupil's interest and ability in the work of the organization, in accordance with the objective rules of the organization.
3. Membership should be restricted to pupils in good standing.
4. Membership should be regulated by rules which prevent monopoly of activities by the more able or popular students.
5. Membership should not depend upon any degree of scholarship beyond passing marks.
6. Membership should not be subjected to severance in the interests of the highly specialized training of a selected few.<sup>35</sup>

The literature also suggested methods of achieving both encouragement and limitation of participation in extracurricular activity programs. Those methods most frequently used in secondary schools with the greatest success were:

1. Point System. Each activity is assigned a number of points varying according to the amount of time which it is estimated the activity will require and according to the degree of responsibility involved. Its flexibility makes it most serviceable either for

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<sup>34</sup>Kilzer, op. cit., p. 190.    <sup>35</sup>Douglass, op. cit., p. 186.



stimulation or for limitation; students are limited to a certain number of points or may have to accumulate so many points.

2. Majors-minors. All activities are grouped into major activities or minor activities. A limit is imposed as to the number of majors, minors, or a combination of both that a student may participate in. Points can be assigned to majors and minors.

3. Group System. This type of system helps to distribute participation. Activities are classified and placed into various groups. A student must choose so that not more than a single activity at any time belongs in any one of the groups.

An increasingly popular trend in the encouragement and limitation of participation in the extracurricular activity programs is the use of guidance. Koos states that:

. . . It seems sensible to have the limitation on participation rest largely on diagnostic study of the individual pupil, taking into account his ability, short-comings, environment, and interests and what can be done for him through both the curriculum and extra-curriculum.<sup>36</sup>

Frederick furthers this idea by stating that:

The individual guidance system is based on the premise that eligibility can be determined only in light of the total welfare of the individual. Decision can be made only after consideration by the student, his parents, and the school faculty of all the factors affecting his welfare.<sup>37</sup>

Participation regulations for intramural athletics are generally the same as those for participation in non-athletic activities.

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<sup>36</sup>Koos, op. cit., p. 152.

<sup>37</sup>Frederick, op. cit., pp. 279-280.





The question of skill and knowledge often arises regarding intramural athletics and the solution to this problem is best answered by Johnston when he says:

. . . When there is a defensible reason for requiring a minimum command of skill and knowledge as a prerequisite for engaging in any activity, there should always be a companion activity of the same kind for which no such prerequisites are required.<sup>38</sup>

Boyko's study revealed that 74 per cent of the schools surveyed had a policy controlling intramural activities and 26 per cent had no such policies.<sup>39</sup>

The participation regulations for interscholastic athletics are set up to protect the student rather than to punish him. The rules for eligibility vary according to the leagues played in, or the area of the province or country, but there are some general factors common to all interscholastic participation regulations. These basic eligibility factors are:

1. Participants must be bonafide students.
2. They must be of a certain age.
3. They must be in regular attendance.
4. They must meet health requirements.
5. They must not extend participation as a high school student beyond a certain period.
6. They must not play on teams outside their league or above their calibre.

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<sup>38</sup>Johnston, op. cit., p. 325.    <sup>39</sup>Boyko, op. cit., p. 43.





The literature was in general agreement that there should be both local and provincial controls in the participation of inter-scholastic athletics, and that where possible these controls coincide with those for intramurals and non-athletic activities.

Regarding interscholastic activities for girls, Douglass states:

. . . Most authorities believe interscholastic competition does not lend itself well to the development of desirable social, emotional and physical characteristics for the adolescent girl. Instead, play days are recommended as a means whereby girls from two or more communities may meet and compete with and against others of their own sports interest.<sup>40</sup>

#### IV. SCHEDULING

The aim of scheduling is to make as certain as possible that the right activity is made available to the right students at the most convenient time, in a suitable place, and under proper supervision. Most of the factors that limit student participation in school activities can be removed by careful planning.

A review of the literature suggested various difficulties that might arise in the scheduling of activities:

1. Making arrangements for the most appropriate time and place.
2. Having to schedule a large number of different activities.
3. Making allowances for students' after school commitments.
4. Arranging teachers' work loads.
5. Preventing interference with regular school classes.

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<sup>40</sup>Douglass, op. cit., p. 439.



6. Making optimum use of facilities available.
7. Making provisions for suitable transportation.
8. Considering and allotting the length of time required for the activities.

Extracurricular activities may be scheduled during school time or out of school time. The scheduling of extracurricular activities during school hours was being done more frequently in high schools. Most writers agreed that this was the proper time for extracurricular participation. McKown feels that scheduling the activities:

. . . In regular periods not only offers all students an opportunity for participating in them, but also gives the program dignity and official sanction and brings a correlative demand that this time be profitably spent.<sup>41</sup>

Miller suggests a number of advantages that can be gained by scheduling the extracurricular program during school time:

1. All students may participate in activities . . . without infringement upon other duties during out of school time.
2. Transported pupils will have the same advantages as pupils who live near the school.
3. The faculty members who sponsor an activity can usually do so within the regular school day.
4. It is easier to coordinate, evaluate and supervise the entire cocurricular program.
5. It will become possible for the school to control the number of activities in which a student can engage.<sup>42</sup>

There are various plans for scheduling extracurricular activities within school time such as:

1. Shortening each class in the total schedule. One or two days a week the entire schedule is shortened to allow extra time at

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<sup>41</sup>McKown, op. cit., p. 18. <sup>42</sup>Miller, op. cit., pp. 102-103.





the end of the last period for the activities.

2. Extending a period to allow the proper time for extracurricular activities. There is usually a set period so many times a week.

3. Last period. The last period so many days a week is used for the extracurricular activity program.

4. Noon hour. This time, if long enough, is usually best suited for group meetings, general games and intramural activities.

5. Activity period. A period in the legal school day is set aside for activities on each day of the week.

Frederick mentions some advantages of scheduling extracurricular activities out of school time:

- 1) It extends the school day only for those participating.
- 2) It permits larger sections of activities.
- 3) It does not complicate the daily time schedule
- 4) It permits activities to end as desired, without prescribed limits.
- 5) It requires no elaborate machinery or extra personnel to manage.<sup>43</sup>

There are various plans for scheduling extracurricular activities out of school time, such as:

1. After school. This is the most frequently used time.
2. Before school. This time is used infrequently.
3. Evenings. This is not a popular practice because of the interference with students' homework and sponsors' time.
4. Weekends. Saturday and Sunday activities are becoming increasingly popular. Two drawbacks to scheduling activities at this

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<sup>43</sup>Frederick, op. cit., p. 243



time are infringement on sponsors' time, and interference with students' commitments.

Scheduling of intramural athletic activities, whenever possible, should be the same as that of non-athletic activities. Intramurals should be played any time that they can be scheduled. The most popular times are either at noon hour or after school. There is the possibility of having intramurals scheduled during school time if the period is long enough, or by including intramural activities as part of the physical education program. Boyko reports that 83 per cent of the schools surveyed used regular physical education periods for practices, intramurals, and even interscholastic competition. His report also stated that 75 per cent of the schools investigated had some method of providing time within the school day for extracurricular activities.<sup>44</sup>

Very little was mentioned in the literature regarding the scheduling of interscholastic athletic activities. Koos describes the opinions of most authorities when he states:

. . . Schedules should be arranged so that there will be a minimum of interference with academic work. The games should be played on Friday after school or on Saturday. Long trips should not be tolerated unless they are absolutely necessary in order to secure equal competition.<sup>45</sup>

## V. FINANCE

The area that creates the most controversy in the administration of extracurricular activities is that of financing the program.

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<sup>44</sup>Boyko, op. cit., pp. 33, 68.    <sup>45</sup>Koos, op. cit., p. 118.





The financing of the extracurricular activity program entails a certain amount of centralization of administrative control together with the standardizing of administrative procedures. The literature suggested that there was a lack of efficient financial resources, too few accurate financial records, and a failure to take advantage of the educational opportunities that financing extracurricular activities could provide for the students.

Far too few school boards were supporting extracurricular activities, and the opinion of the literature regarding this aspect of the administration of extracurricular activities was that school boards should financially support these programs. Miller states that:

. . . No final, satisfactory solution to the problem of supporting activities is possible unless school officials and school boards provide financial assistance in the same manner and from the same source as that provided for other educational programs.<sup>46</sup>

The ultimate responsibility for the control of finances for the extracurricular activity program lies with the principal. He may take full responsibility himself or delegate some responsibility to a staff member, treasury committee, or students' council.

If the extracurricular activity program is really a part of the educational enterprise, it appears illogical and discriminatory to levy fees, charge admission, make assessments, or in any other way attempt to make the individual student bear the financial burden of the program. Yet in many cases if this or other means of raising funds were not done, the extracurricular activity program could not function.

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<sup>46</sup>Miller, op. cit., p. 149.





Practices for raising funds were: (1) charging admission to athletic contests; (2) fees, dues, and assessments; (3) social events; (4) plays, dramatics, music; (5) sales; (6) fines; (7) activity tickets (most popular); (8) subscriptions, donations, collections; (9) movies; and (10) profits from tuck shops.

There are many ways to administer the financing of an extra-curricular activity program. The one most commonly mentioned by the literature suggested the following pattern. Although the principal has the ultimate responsibility, he delegates authority to the extra-curricular finance committee. This committee has as its major responsibility the formulation of financial policies that will provide for the efficient and effective operation of the program. The chairman of this committee could be a staff member appointed by the principal, usually a member of the commerce department, or the director of extracurricular activities. The treasurer of this committee is again a staff member selected by the principal, or might be the director of extracurricular activities. All school-organized funds are centrally located and administered by the treasurer. Each organization plans its budget and submits it to the committee which then approves it. The committee then plans the overall extracurricular program budget. Each separate organization then receives a stated amount or percentage of the total budget. All the money is deposited in one bank account with statements issued monthly to the principal.

Other variations could be applied to this method of activity finance to allow for more student control. One way is to replace the



committee by the students' council which is the case in many secondary schools. In other instances each separate organization handles its own finances.

As mentioned in the section on supervision of extracurricular activities, financial remuneration for teachers acting as sponsors is questionable. The majority of writers suggested that the teachers' work loads be reduced according to the number of sponsorships held and the time demanded by these activities. However, Gruber feels that, " . . . those members of the staff who devote extra time should be paid according to the educational worth of the activity."<sup>47</sup> This is a practical impossibility as so many factors have to be taken into consideration. Charles Bowlby feels that " . . . various duties must be evaluated in terms of time required beyond regular teaching duties, and paid for on the basis of the average hourly pay received by teachers in the system."<sup>48</sup>

The financing of intramural athletic activities should be budgeted in the same manner as for other educational items, as intramurals are now generally accepted as an integral part of the total program of physical education and health.

Authorities on extracurricular activities stated that equipment and facilities for interscholastic sports must be supplied by school

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<sup>47</sup>Frederick C. Gruber and Thomas B. Beatty, Secondary School Activities (New York: McGraw-Hill Company, Inc., 1954), p. 58.

<sup>48</sup>Charles Bowlby, "A Little Extra for Those Extra Duties," Clearing House, XX (September, 1947), p. 22.







boards if they are going to control these activities in the best interests of the schools concerned. Miller states that:

Interschool competition should be financed from the same source that provides funds for the rest of the school curriculum and should not receive amounts disproportionate to the numbers of students it services.<sup>49</sup>

If the school board pays the bills, it will remove the most important single reason for the demand of a winning team, that of finance.

The policy of supplementary payment for coaching or of a salary schedule in excess of that for other teachers is undesirable. Adjustment in other responsibilities to allow for excessive demands on the time of the coach in certain seasons is preferable to the plan of supplementary payments.

## VI. EVALUATION

A school can, and a majority of them do, have a thriving student activities program without a formal or systematic evaluation policy. In actual practice the activity program has often fallen short of the accomplishments hoped for it by many of its advocates.

The literature suggested two general objectives for evaluating an extracurricular activity program. First, to determine the immediate effects of participation, and second, to determine the ultimate effects of participation. The latter objective is rather difficult to fulfill unless opinions of graduates are obtained.

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<sup>49</sup>Miller, op. cit., p. 374.



Unless evaluation is entered into with full understanding of its place and value, and with agreement as to its aims and purposes, it may just as well be eliminated.

Kratzmann suggests four reasons why difficulty is experienced in evaluating extracurricular activities:

- 1) The results of activity participation are very intangible.
- 2) Evaluation must be based, to a large degree, upon subjective opinion.
- 3) Agencies other than the school are working towards the same ends and the degree to which the school has contributed toward outcomes is difficult to assess.
- 4) A great deal of time elapses between extracurricular training and the utilization of learnings.<sup>50</sup>

Agreement with these reasons as to why it is difficult to evaluate extracurricular activities is given by Frederick:

No hope can be entertained soon of measuring the true ratio of any student's program. or quantitatively rating any element in any school's program. . . . Student activities 'in toto' cannot be evaluated, let alone measured. Vague general conclusions about the total program may serve administrative purposes such as accreditation . . . yet . . . such over-all judgments have limited value.<sup>51</sup>

Frederick goes on to state that the following features must be present if the term evaluation may properly be used:

1. Judgments must be guided. Attention of the evaluator is directed to important aspects of the subject of study.
2. Judgments must be focused. Evaluation must be confined to a specific element in the program or to a related set of parts or aspects of the total.
3. Judgments should be pooled. The combined judgments of professionally concerned persons will come closer to a workable conclusion than that of a single individual.
4. Evaluation should be adjusted to the size and impact of the activity. It must be realized that different activities involve

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<sup>50</sup>Kratzmann, op. cit., pp. 27-28. <sup>51</sup>Frederick, op. cit., p. 127.





more students, more money, more staff time and more people outside the school family.

5. Judgments should be timed. Evaluation judgments should be regular and continuous rather than haphazard and sporadic.

6. Judgments should end in suggested action. A requirement for all evaluations should be that they include specific suggestions or recommendations for future action.

7. Evaluation personnel should be carefully selected. Persons should be chosen for their knowledge, interest, and special competence.

8. Judgments should be recorded and preserved. Records of the judgments of the evaluation group should be accumulated, filed systematically, and kept open to all concerned with the activity.<sup>52</sup>

The literature suggested various types of instrumentation to be used in evaluating the extracurricular activity programs in high schools. They include the following:

1. Questionnaires. These ask opinions of administrators, sponsors, parents, graduates, and students regarding the extracurricular activity program.

2. Check lists. A series of provocative statements providing a discriminating analysis of the program to be completed by the evaluator.

3. Rating scales. These are stated objectives of the activity program with an opportunity for the evaluator to estimate the achievement under a scale of values.

4. Records of observation. Anecdotal record used by the evaluator for guiding observation and eliminating subjective elements in its application.

5. Cumulative records. They provide an overview of the extra-

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<sup>52</sup>Ibid., pp. 129-131.





curricular activity program.

The literature regarding extracurricular activities suggested the following records be kept:

1. Registration blank for each activity.
2. Permanent record card for each organization to include such items as, record of its activities, projects, programs, discussions, meetings, minutes, etc.
3. Permanent record card for each student to include such items as, activities participated in, sponsor's comments, offices held, and points accumulated.
4. Sponsor's report to include such items as the activities sponsored, number of students, time of day and week, etc.
5. Eligibility cards.
6. Medical permission to play cards.

The evaluation for both athletic activities and non-athletic activities should use the same criteria and method.

Regarding the evaluation of athletic activities, Miller suggests the following criteria for evaluating a high school athletic program:

1. Do all pupils have equal opportunity to share in the athletic program of the school?
2. Are athletics an educative experience of the same quality as experiences in other curriculums?
3. Is the athletic program geared to the different needs, abilities, desires, age levels, and sex of the pupils?
4. Are those who guide students in this curriculum truly teachers, in the same sense as those who guide youth in science or social studies, for example?
5. Since all athletics should be educative experiences, are they financed by the school taxes? Are the amounts received for athletics proportionate to the number of students served?



6. Are sources of income other than tax funds used only when it can be clearly demonstrated that the activity that brings in the funds is primarily an educative activity?

7. Is the athletic policy of the school, formulated, administered, controlled and evaluated by the same criteria as the other cocurricular activities of the school?

8. Is your school a member of local, regional, provincial and national athletic associations? Is your school actively participating in improving the effectiveness of these organizations in serving the best interests of youth?<sup>53</sup>

## VII. SUMMARY OF RELATED LITERATURE

This chapter has presented a review of related literature and research findings regarding the administration of extracurricular activity programs. The six main subdivisions into which larger problems of administration may be analyzed were: organizational structure; supervision; participation policies; scheduling; finance; and evaluation.

The area of organizational structure dealt with the importance of school boards being informed about the program operating within a school and its purposes. Three main practices in the organization and administration of an extracurricular activity program were suggested: having the principal organize and administer the program himself; appointment of a director to coordinate the program or forming a committee of staff members and students to organize and administer the program. The student council in some schools is responsible for organizing and administering the program and in turn they report to an

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<sup>53</sup>Miller, op. cit., pp. 351-352.





advisor or the principal.

Administering the interscholastic athletic program should be the same as that for all other aspects of the extracurricular activity program.

Supervision was mentioned as perhaps the most important element in administering a program. No activity should be maintained for which a capable and reliable advisor cannot be found. The importance of a sponsor being adequately trained was mentioned along with the various methods of selecting a sponsor for extracurricular activities. The duties and responsibilities of a sponsor were outlined and discussed, and the question of giving credit for the sponsorship of extracurricular activities was reviewed. Two forms of credit were suggested, financial remuneration or lightening of a teacher's work load. It appears that the general trend is to follow the latter suggestion.

A review of the research findings indicated that a high percentage of teachers sponsor extracurricular activities and that those persons teaching physical education were responsible for the greatest number of hours spent in sponsoring these activities.

The qualifications for the sponsorship of an extracurricular activity suggested that the person be a teacher thus discouraging the practice of using non-staff members to sponsor activities.

Participation policies were discussed and it was felt that limiting a student's participation to prevent over-participation or to allow more students to participate in an activity was justified. Numerous ways of limiting participation were mentioned and the litera-



ture was in unanimous agreement that to limit a student's participation on the basis of scholarship was not a favorable approach. Acceptable approaches were: a point system, a limit in the number of activities, or some form of guidance.

There was general agreement that there should be some form of local school and regional control for participation in interscholastic athletic activities. These controls should, where possible, coincide with the controls for intramural and non-athletic activities.

The area of scheduling activities was discussed mentioning the difficulties that might arise in scheduling as well as the advantages of scheduling activities during school hours and after school hours. The scheduling of intramural athletic activities should be the same as the scheduling of non-athletic activities regarding controls or limitations. Most authors felt that interscholastic athletic activities should be scheduled so that there would be a minimum of interference with academic work.

The opinion of most authorities writing on the area of finance was that far too few school boards are supporting the extracurricular activity programs in those schools under their jurisdiction. The authorities also felt that students should not have to bear the financial burden of the program through fees, admissions and the like.

A popular trend in the administration of finances for extracurricular activity programs was to have the money kept in a central fund and run by the students under the guidance of an advisor. Some schools had a financial committee or the students council handled the



funds.

Financing intramural and interscholastic athletic programs should be done in the same manner as financing other educational activities.

The final area reviewed was that of evaluating a program and reasons why it is difficult to evaluate a program were mentioned. A list of features that must be present if the term evaluation may properly be used was given along with the various types of instruments that might be used in evaluating an extracurricular activity program in a school.

A list of records to be kept to facilitate the administration of an extracurricular activity program was presented after reviewing the literature and research findings.





### CHAPTER III

#### ANALYSIS OF DATA: PRESENT PRACTICE IN MONTREAL PROTESTANT HIGH SCHOOLS

The information collected in the first section of the interview-schedule dealt with the present practices in the administration of extracurricular activity programs in eighteen Montreal Protestant high schools.

The data were obtained from principals, vice-principals, and persons chosen by the principals to represent them because of their knowledge and experience in extracurricular activities in that particular school.

A series of questions were asked concerning each of the six areas of administration: organizational structure; supervision; participation policies; scheduling; finance; and evaluation. The results of the questions for each area are analyzed in this chapter.

#### I. BACKGROUND INFORMATION ON THE EIGHTEEN MONTREAL PROTESTANT HIGH SCHOOLS

The study included eighteen high schools under the jurisdiction of the Protestant School Board of Greater Montreal. A high school in this system consisted of grades eight, nine, ten and eleven offering academic courses toward a high school leaving certificate (junior matriculation). Table I gives a breakdown of the pupil enrollment and of the staff members in each school.



TABLE I

BREAKDOWN OF THE PUPIL ENROLLMENT AND OF THE STAFF MEMBERS  
IN THE EIGHTEEN MONTREAL PROTESTANT HIGH SCHOOLS\*

| School             | Number<br>of<br>Pupils | Administration |         | Physical Educ. |        | Teachers | Total<br>No.<br>on<br>Staff |
|--------------------|------------------------|----------------|---------|----------------|--------|----------|-----------------------------|
|                    |                        | Prin.          | V-Prin. | Male           | Female |          |                             |
| Baron Byng         | 886                    | 1              | 2       | 2              | 2      | 53       | 60                          |
| Dunton             | 1,117                  | 1              | 2       | 2              | 2      | 56       | 63                          |
| H.S. for Boys      | 1,300                  | 1              | 1       | 3              |        | 55       | 60                          |
| John Grant         | 700                    | 1              | 1       | 1              | 1      | 31       | 35                          |
| Malcolm Campbell   | 1,300                  | 1              | 2       | 2              | 2      | 58       | 65                          |
| Monklands          | 1,050                  | 1              | 2       | 2              | 2      | 48       | 55                          |
| Mt'l. West         | 1,000                  | 1              | 2       | 3              | 2      | 41       | 49                          |
| Mount Royal        | 1,073                  | 1              | 2       | 3              | 3      | 52       | 61                          |
| Northmount         | 1,500                  | 1              | 2       | 2              | 2      | 63       | 70                          |
| Outremont          | 1,050                  | 1              | 2       | 2              | 2      | 48       | 55                          |
| Riverdale          | 650                    | 1              | 2       | 2              | 2      | 30       | 37                          |
| Rosemount          | 1,136                  | 1              | 2       | 3              | 3      | 56       | 65                          |
| St. Laurent        | 550                    | 1              | 1       | 1              | 1      | 30       | 34                          |
| Sir W. Churchill   | 1,200                  | 1              | 2       | 2              | 2      | 63       | 70                          |
| Verdun             | 1,440                  | 1              | 2       | 2              | 2      | 73       | 80                          |
| Wagar              | 1,305                  | 1              | 2       | 2              | 2      | 61       | 68                          |
| West Hill          | 1,640                  | 1              | 2       | 3              | 3      | 71       | 80                          |
| Westmount          | 1,250                  | 1              | 2       | 2              | 2      | 53       | 60                          |
| Total              | 20,247                 | 18             | 33      | 39             | 35     | 942      | 1,067                       |
| Mean<br>per School | 1,124.8                | 2.8            |         | 4.1            |        | 52.3     | 59.2                        |

\*Figures were collected from the principal of each school and are approximate for May 1965.





The pupil enrollment ranged from 550 pupils in one school to 1,640 pupils in another school with a mean enrollment of 1,124.8 pupils per school. The number of staff members ranged from thirty-four in one school to eighty in another school with a mean of 59.2 staff members per school.

The administration of the school consisted of the principal and usually one male and one female vice-principal. The principal was involved with solely the administrative aspects of the school and the vice-principals spent two-thirds of their time on administrative responsibilities. The physical educators were responsible for the physical education program and the remaining staff members were responsible for the various academic subjects offered in the high school.

## II. ORGANIZATIONAL STRUCTURE

The Protestant School Board of Greater Montreal had no established policies regarding the administration of the extracurricular activity programs in the eighteen high schools under its jurisdiction. There were no policies regarding the organization and administration of the non-athletic activities and the intramural athletic activities. However, the interscholastic athletic activities were organized and administered by a regional association called the Greater Montreal Interscholastic Athletic Association.<sup>1</sup>

The G.M.I.A.A. was established to promote a closer relation-

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<sup>1</sup>The Greater Montreal Interscholastic Athletic Association when referred to in the remainder of this thesis will be abbreviated as follows: G.M.I.A.A.



ship among the various Protestant and Catholic secondary schools on the Island of Montreal, Chambley County and Hudson. Schools wishing to become members must fulfill the regulations pertaining to membership and in order to retain its membership a school must enter a team in at least two activities of the G.M.I.A.A. during the school year.

The officers of the Association consisted of a President, a Vice-President, a Secretary-Treasurer and five Councillors who were elected from the principals of the educational institutions which were members of the Association. The G.M.I.A.A. had an Executive Committee made up of the above mentioned officers and the past President. This committee exercised full control over all funds and over all matters pertaining to the management of the Association.

There was also an Advisory Committee of Management working within the Association which was made up of one full time representative from each of the member schools. The duties of this committee were to advise the association and to perform any special duties assigned to it.

Each interscholastic athletic activity offered by the G.M.I.A.A. was supervised by a Playing Union which was composed of a representative of each school participating in that sport. A Coordinator of Athletics was responsible for the organization and administration of all interscholastic athletic events.

The G.M.I.A.A. was financed in two ways. The salary of the Coordinator of Athletics was paid by the Protestant School Board of Greater Montreal, while the cost of the athletic program was sub-





divided among the participating schools.

The eighteen high schools under the jurisdiction of the Protestant School Board of Greater Montreal were responsible for the organization and administration of the extracurricular activity program within each school.

Written policies in the form of student council constitutions guided the administration of the extracurricular activity programs in four (22.2 per cent) high schools, while two (11.1 per cent) of the schools had unwritten policies governing the administration of their programs. The principals of twelve (66.7 per cent) of the high schools reported having no policies regarding the organization and administration of their extracurricular activity programs.

The Montreal Protestant high schools used four practices to organize their extracurricular activity programs as shown in Table II. The most popular practice was to have the student council administer the non-athletic activities, the physical education department administer the intramural athletic activities and to have the G.M.I.A.A. administer the interscholastic athletic activities. The next most frequently used method was to have the individual sponsor of each activity administer his own non-athletic activity, the physical education department look after the intramural athletic activities and the G.M.I.A.A. administer the interscholastic activities.

The administration and staff were responsible for the organization and administration of the extracurricular activity program in two high schools, while in one other school the principal took full





responsibility for organizing the program in his school.

The final responsibility for the effective administration of the extracurricular activity program in each high school rested with the principal.

The intramural athletic activities in each of the eighteen high schools were organized and administered by the physical education department in each school.

TABLE II

PRACTICES USED TO ORGANIZE THE EXTRACURRICULAR ACTIVITY PROGRAMS  
IN MONTREAL PROTESTANT HIGH SCHOOLS

| Practices Used by Schools                 | Number of<br>Schools |
|-------------------------------------------|----------------------|
| Non-athletic--Student Council             |                      |
| Intramural--Physical Education Department |                      |
| Interscholastic--G.M.I.A.A.               | 10                   |
| Non-athletic--Individual Sponsor          |                      |
| Intramural--Physical Education Department |                      |
| Interscholastic--G.M.I.A.A.               | 5                    |
| Administration and staff                  | 2                    |
| Principal                                 | 1                    |
| Total                                     | 18                   |

The interscholastic athletic programs in all eighteen high schools were organized and administered by the G.M.I.A.A. Each individual school decided whether or not it wished to enter teams into competition through this association. The responsibility for providing coaches, equipment, and facilities for practices for each



team rested with the individual school.

### III. SUPERVISION

Every extracurricular activity offered in the eighteen Montreal Protestant high schools was sponsored by a staff member, a non-staff member or a student. Staff members sponsored the extracurricular activities offered in thirteen schools, staff members and non-staff members sponsored the extracurricular activities offered in four schools and staff members and students sponsored the extracurricular activities offered in one school.

The percentage of teachers that sponsored extracurricular activities in seventeen Protestant high schools of Montreal is shown in Table III. One principal reported that 100 per cent of his staff

TABLE III

PERCENTAGE OF TEACHERS THAT SPONSORED EXTRACURRICULAR  
ACTIVITIES IN THE MONTREAL PROTESTANT HIGH SCHOOLS

| Percentage of Teachers in<br>Sponsorship | Number of Schools |
|------------------------------------------|-------------------|
| 91 - 100                                 | 1                 |
| 81 - 90                                  |                   |
| 71 - 80                                  | 3                 |
| 61 - 70                                  | 3                 |
| 51 - 60                                  |                   |
| 41 - 50                                  | 5                 |
| 31 - 40                                  | 1                 |
| 21 - 30                                  | 3                 |
| 11 - 20                                  | 1                 |
| 1 - 10                                   |                   |
| No response                              | 1                 |
| Total                                    | 18                |





sponsored at least one extracurricular activity. Another principal stated that only 15 per cent of his staff sponsored extracurricular activities. Approximately 50 per cent of the staffs in five of the eighteen high schools sponsored at least one extracurricular activity.

The staff members in sixteen (88.9 per cent) of the high schools volunteered their services as sponsors of extracurricular activities, whereas in two (11.1) per cent) of the high schools the principals asked the teachers to sponsor extracurricular activities.

Although in all cases a teacher was not required to sponsor an activity, the principals mentioned that they used pressure when necessary in order to obtain a sponsor for various extracurricular activities.

Non-staff members sponsored extracurricular activities in four (22.2 per cent) of the eighteen schools, whereas in fourteen (77.8 per cent) of the high schools there were no non-staff members sponsoring extracurricular activities.

There were two non-staff members sponsoring drama, one sponsoring a Y.M.C.A. club and the fourth non-staff member coached an interscholastic soccer team.

In-service training for sponsors was offered in only one school. This was done through the physical education department as they felt it encouraged staff members to sponsor athletic activities. Outside the schools, the G.M.I.A.A. provided clinics for coaches of various interscholastic and intramural athletic activities.

The School Board offered an extensive program of in-service



education for professional growth. Many of the courses offered were beneficial to those staff members sponsoring extracurricular activities.

The adjustment or lightening of a teacher's work load in some form for the sponsorship of extracurricular activities was practiced in thirteen (72.2 per cent) of the high schools. The principals of five (27.8 per cent) of the schools did not adjust or lighten a teacher's work load for the sponsorship of activities. Only the physical education teachers' work load was lightened or adjusted in five of the thirteen high schools that followed this practice.

When trying to adjust a teacher's work load two basic methods were used in Montreal Protestant high schools. The principals in eleven (61.1 per cent) of the schools tried not to use up a teacher's spare periods and even tried to increase the number of spare periods for a teacher. This generally depended upon the number of activities that a teacher was sponsoring and the time required to sponsor the activities. The teachers that sponsored extracurricular activities in two (11.1 per cent) of the high schools were not given any duties at noon hour or on the playground.

Further data regarding the present practices in the supervision of extracurricular activities were obtained through the fifty-two persons interviewed who were sponsoring one or more extracurricular activities. The persons forming this population were: three principals, seventeen physical educators, and thirty-two classroom teachers.

Table IV indicates the varying number of activities sponsored





by these fifty-two people. A majority of those people that sponsored extracurricular activities, 60 per cent, were responsible for one, two or three activities a year, while one person reported that he was involved in sponsoring twenty activities throughout the course of the year.

TABLE IV

NUMBER OF EXTRACURRICULAR ACTIVITIES SPONSORED WITHIN THE SCHOOL YEAR  
BY PRINCIPALS, PHYSICAL EDUCATORS AND TEACHERS

| Number of Activities<br>Sponsored | Principals | Physical<br>Educators | Teachers | Total |
|-----------------------------------|------------|-----------------------|----------|-------|
| 19 - 20                           |            | 1                     |          | 1     |
| 17 - 18                           |            |                       |          |       |
| 15 - 16                           |            | 3                     |          | 3     |
| 13 - 14                           |            |                       |          |       |
| 11 - 12                           |            | 2                     |          | 2     |
| 9 - 10                            |            | 3                     | 1        | 4     |
| 7 - 8                             |            | 4                     |          | 4     |
| 5 - 6                             |            | 3                     | 3        | 6     |
| 3 - 4                             |            |                       | 10       | 10    |
| 1 - 2                             | 3          | 1                     | 18       | 22    |
| Not sponsoring                    | 12         | 1                     | 1        | 14    |
| Total                             | 15         | 18                    | 33       | 66    |

Those people who sponsored extracurricular activities during the school year were asked to give the approximate amount of time spent per week over the school year in the sponsorship of extracurricular activities. Their response was the mean amount of time in hours spent per week. The range was from one hour per week to fifteen hours per week for the total school year as shown in Table V.





The physical educators spent a mean time of 11.82 hours per week sponsoring extracurricular activities, while two principals spent a mean time of 7.50 hours per week, and the classroom teachers spent a mean time of 5.58 hours per week for the entire school year. The mean time spent per week by all sponsors of extracurricular activities for the full school year was 6.78 hours.

TABLE V

THE ESTIMATED AMOUNT OF TIME IN HOURS PER WEEK SPENT OVER THE SCHOOL YEAR BY PRINCIPALS, PHYSICAL EDUCATORS AND TEACHERS IN THE SPONSORSHIP OF EXTRACURRICULAR ACTIVITIES

| Estimated Time<br>(Hours) | Principals<br>(N:15) | Physical Educators<br>(N:18) | Teachers<br>(N:33) | Total<br>(N:66) |
|---------------------------|----------------------|------------------------------|--------------------|-----------------|
| 15 - 16                   |                      | 3                            | 1                  | 4               |
| 13 - 14                   |                      | 2                            |                    | 2               |
| 11 - 12                   |                      | 5                            |                    | 5               |
| 9 - 10                    | 1                    | 7                            | 5                  | 13              |
| 7 - 8                     |                      |                              | 2                  | 2               |
| 5 - 6                     | 1                    |                              | 15                 | 16              |
| 3 - 4                     |                      |                              | 1                  | 1               |
| 1 - 2                     |                      |                              | 7                  | 7               |
| No response               | 1                    |                              | 1                  | 2               |
| Not sponsoring            | 12                   | 1                            | 1                  | 14              |
| Mean time                 | 7.50                 | 11.82                        | 5.58               | 6.78            |

The number of respondents sponsoring extracurricular activities that were related to the subjects they were teaching was twenty-eight (54 per cent). A total of twenty (38 per cent) of the respondents were sponsoring activities not related to the subjects they were teaching and four (eight per cent) of the respondents were sponsoring



some activities related, and some not related to the subjects they were teaching.

Table VI reveals the type of extracurricular activities sponsored by principals, physical educators and classroom teachers.

TABLE VI  
TYPE OF EXTRACURRICULAR ACTIVITIES SPONSORED BY PRINCIPALS,  
PHYSICAL EDUCATORS AND TEACHERS

| Types of Activities<br>Sponsored                    | Principals | Physical<br>Educators | Teachers | Total |
|-----------------------------------------------------|------------|-----------------------|----------|-------|
| Interscholastic athletic                            | 1          | 1                     | 8        | 10    |
| Intramural athletic                                 |            |                       | 1        | 1     |
| Non-athletic                                        | 1          |                       | 9        | 10    |
| All three                                           | 1          | 1                     |          | 2     |
| Non-athletic and<br>Interscholastic athletic        |            |                       | 8        | 8     |
| Non-athletic and<br>Intramural athletic             |            |                       | 3        | 3     |
| Interscholastic athletic<br>and Intramural athletic |            | 15                    | 3        | 18    |
| Not sponsoring                                      | 12         | 1                     | 1        | 14    |
| Total                                               | 15         | 18                    | 33       | 66    |

There were eighteen (27.2 per cent) of the respondents sponsoring both intramural athletic and interscholastic athletic activities; ten (15.2 per cent) of the respondents sponsoring only non-athletic activities; fourteen (21.2 per cent) of the respondents sponsoring various combinations of the three types of extracurricular activities and fourteen





(21.2 per cent) of the respondents not sponsoring extracurricular activities.

The sponsors of extracurricular activities were asked what kind of background experience helped them in sponsoring their activities and 92 per cent said experience as a participant in extracurricular activities at the high school and/or college level, 60 per cent said training at an institution and 54 per cent mentioned background experience through in-service training. Many had received experience through all three areas. Experience in athletic activities for eight per cent of the sponsors was through participation on professional teams.

The only reward for sponsoring activities was a lightened teaching load of which only seventeen (33 per cent) of the sponsors benefited.

#### IV. PARTICIPATION POLICIES

The eighteen Protestant high schools of Montreal varied in the methods each used to encourage and limit student participation in extracurricular activities. As indicated in Table VII, five (27.8 per cent) of the high schools had a committee composed of the principal with staff and/or sponsors making the decisions regarding encouraging and limiting a student's participation. The principal had sole responsibility for these decisions in another five (27.8 per cent) of the high schools. The administration and each individual sponsor made these decisions in two (11.1 per cent) of the high



schools, whereas in two (11.1 per cent) of the high schools the individual sponsor had sole responsibility for these decisions. The student council and principal made these decisions in two (11.1 per cent) of the high schools and in the final two (11.1 per cent) of the schools the principal along with the classroom teachers made the decisions regarding encouraging and limiting a student's participation in extracurricular activities. The principal was either directly or indirectly responsible for the decisions concerning encouraging and limiting a student's participation in extracurricular activities in sixteen (88.9 per cent) of the high schools.

TABLE VII

PERSONS WHO MADE THE DECISIONS REGARDING ENCOURAGING AND LIMITING  
STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

| Persons who made the<br>Decisions | Number of Schools |
|-----------------------------------|-------------------|
| Committee                         | 5                 |
| Principal                         | 5                 |
| Administrator and sponsors        | 2                 |
| Individual sponsor                | 2                 |
| Student council and principal     | 2                 |
| Classroom teacher and principal   | 2                 |
| Total                             | 18                |

None of the eighteen high schools required students to participate in their extracurricular activity programs.

Some form of encouragement was used to inspire the students into participating in the extracurricular activity programs of seven-



teen (94.4 per cent) of the high schools. Methods used to encourage student participation were: a point system, a major-minor system, guidance and encouragement from the sponsor of an activity.

Student participation was controlled or limited in nine (50 per cent) of the high schools and was not limited in nine (50 per cent) of the high schools. The reason for limiting participation in eight high schools was to prevent excess participation on the part of the students, while in one high school a lack of facilities limited student participation.

The eighteen principals were asked to report the percentage of girls, boys and total student participation in extracurricular activities in their schools. The percentage could not be obtained from one school and in one other high school only the percentage of total student participation was given. One high school, being a boys' high school gave the percentage of boys participating in its extracurricular activity program. Table VIII shows the percentage of girls, boys, and the mean student participation in extracurricular activity programs in Montreal Protestant high schools.

The same intramural athletic activities as interscholastic athletic activities were offered in fifteen (83.3 per cent) of the high schools. Some interscholastic athletic activities that were not a part of the intramural athletic program were offered in three (16.7 per cent) of the high schools.

The intramural athletic program had the greatest student participation in twelve (66.7 per cent) of the high schools. The non-





athletic activities received the greatest student participation in four (22.2 per cent) of the high schools and in two (11.1 per cent) of the high schools, the interscholastic athletic activities had the highest student participation.

TABLE VIII

PERCENTAGE OF GIRLS, BOYS AND THE MEAN STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITIES IN MONTREAL PROTESTANT HIGH SCHOOLS

| School Number            | Percentage of Girls that Participated | Percentage of Boys that Participated | Mean Participation in School |
|--------------------------|---------------------------------------|--------------------------------------|------------------------------|
| 1                        | 75                                    | 75                                   | 75                           |
| 2                        |                                       |                                      | 60                           |
| 3                        |                                       | 30                                   | 30                           |
| 4                        | 60                                    | 60                                   | 60                           |
| 5                        | 90                                    | 95                                   | 92.5                         |
| 6                        | 75                                    | 75                                   | 75                           |
| 7                        | 75                                    | 75                                   | 75                           |
| 8                        | 60                                    | 60                                   | 60                           |
| 9                        | 60                                    | 60                                   | 60                           |
| 10                       | 60                                    | 60                                   | 60                           |
| 11                       | 40                                    | 60                                   | 50                           |
| 12                       | 60                                    | 40                                   | 50                           |
| 13                       |                                       |                                      |                              |
| 14                       | 70                                    | 70                                   | 70                           |
| 15                       | 60                                    | 60                                   | 60                           |
| 16                       | 70                                    | 70                                   | 70                           |
| 17                       | 70                                    | 70                                   | 70                           |
| 18                       | 40                                    | 40                                   | 40                           |
| Mean total Participation | 64.3 %                                | 62.5 %                               | 62.2 %                       |

The girls participated in interscholastic athletic activities in all seventeen coeducational schools, though not in as highly an organized or competitive a form as the boys.



The methods used to reward students for participating in extra-curricular activity programs in eighteen Montreal Protestant high schools can be categorized into three general practices. The first practice was to reward students for both participating and winning in extracurricular athletic activities and eight (44.5 per cent) of the high schools followed this practice. The second practice was to reward only for participation in extracurricular athletic activities and six (33.3 per cent) of the high schools followed this practice. The third practice was to reward only the winners of extracurricular athletic activities and four (22.2 per cent) of the schools followed this practice. The G.M.I.A.A. rewarded the winners of the inter-scholastic athletic activities with crests.

Besides rewarding for participation or winning or both, six (33.3 per cent) of the schools also awarded points that a student might accumulate until he reached a specified number, then he received the school letter. Only two (11.1 per cent) of the schools rewarded students for participation in non-athletic activities. Those two schools awarded certificates to students who had held offices in student government or who had done outstanding work in areas such as debate, drama, and music.

## V. SCHEDULING

The scheduling of extracurricular activities in the eighteen Montreal Protestant high schools was administered by the four arrangements for organizational structure mentioned in section one of





this chapter and shown in Table IX.

The arrangement used by fourteen (77.8 per cent) of the high schools to schedule their extracurricular activities was to have the individual sponsor schedule his own non-athletic activity, the physical education department to schedule the intramural athletic

TABLE IX

PERSONS RESPONSIBLE FOR SCHEDULING EXTRACURRICULAR ACTIVITIES

| Persons Responsible for<br>Scheduling the Activities                                                         | Number of Schools Using<br>This Practice |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------|
| Non-athletic--Individual sponsor<br>Intramural--Physical Education Department<br>Interscholastic--G.M.I.A.A. | 14                                       |
| Non-athletic--Student council<br>Intramural--Physical Education Department<br>Interscholastic--G.M.I.A.A.    | 2                                        |
| Administration and Staff                                                                                     | 1                                        |
| Principal delegated Various Staff Members                                                                    | 1                                        |
| Total                                                                                                        | 18                                       |

activities and the G.M.I.A.A. schedule the interscholastic athletic activities. The student council scheduled the non-athletic activities in two (11.1 per cent) of the high schools along with the physical education department scheduling intramural athletic activities and the G.M.I.A.A. scheduling the interscholastic athletic events. The administration and staff scheduled all the activities in one (5.6 per



cent) of the schools, while in one (5.6 per cent) of the schools the principal assumed this responsibility and delegated the scheduling of activities to various staff members.

The length of time an activity was permitted to meet was limited in nine (50 per cent) of the high schools, but was not limited in eight (44.4 per cent) of the high schools. The individual sponsor decided on the length of time that his activity would meet in one (5.6 per cent) of the schools.

The number of times a week an activity was permitted to meet was limited in five (27.8 per cent) of the schools, whereas twelve (66.7 per cent) of the schools placed no limitation on the number of times a week an activity could meet. Here again, one (5.6 per cent) of the schools left it up to the individual sponsor as to the number of times his activity would meet a week.

Extracurricular activities were offered in sixteen (89.9 per cent) of the high schools during the school day. Those schools that offered the activities during the school day scheduled all the activities during the noon hour. The intramural athletic and non-athletic activities were scheduled at this time in twelve (66.6 per cent) of the schools. Only the non-athletic activities were scheduled during the noon hour in two (11.1 per cent) of the high schools and one (5.6 per cent) of the schools scheduled only intramural athletic activities at this time. The non-athletic, intramural athletic, and even the interscholastic athletic activities were scheduled during the noon hour in one (5.6 per cent) of the schools.



Extracurricular activities were scheduled outside the school day in all eighteen high schools. Activities were scheduled both before and after school in eleven (61.1 per cent) of the high schools, whereas six (33.3 per cent) of the schools reported scheduling the activities after school only. One (5.6 per cent) of the schools reported scheduling their extracurricular activities before school, after school and on the weekends.

Regarding the scheduling of intramural athletic activities, eight (44.4 per cent) of the high schools scheduled them after school, three (16.7 per cent) scheduled them during the noon hour, six (33.3 per cent) scheduled them both during the noon hour and after school, and one (5.6 per cent) of the schools scheduled the intramural athletic activities before, during, and after school.

As mentioned previously all eighteen high schools belonged to a regional association, the G.M.I.A.A., that scheduled all the interscholastic athletic activities. The interscholastic athletic events were scheduled in the afternoons during the week and they were, in most cases, scheduled after school hours.

Each high school assumed the responsibility for the actions of its team members at interscholastic athletic events held away from the school.

## VI. FINANCE

The principal of each high school was asked to report the approximate percentage of the total cost of the extracurricular





activity program in his school that was financed by the School Board and through funds raised by students. The approximate distribution of the cost of the extracurricular activity programs for fourteen (77.8 per cent) of the schools is revealed in Table X. The principals of four (22.2 per cent) of the high schools found it impossible to answer the question.

TABLE X

THE APPROXIMATE PERCENTAGE OF THE TOTAL COST OF THE EXTRACURRICULAR ACTIVITY PROGRAM IN EACH SCHOOL THAT WAS FINANCED BY THE SCHOOL BOARD AND THROUGH FUNDS RAISED BY THE STUDENTS

| School Number            | Approximate Percentage Financed by the School Board | Approximate Percentage Financed by the Students |
|--------------------------|-----------------------------------------------------|-------------------------------------------------|
| 1                        | 50                                                  | 50                                              |
| 2                        | 60                                                  | 40                                              |
| 3                        | 85                                                  | 15                                              |
| 4                        | 80                                                  | 20                                              |
| 5                        |                                                     |                                                 |
| 6                        | 35                                                  | 65                                              |
| 7                        | 40                                                  | 60                                              |
| 8                        | 70                                                  | 30                                              |
| 9                        | 60                                                  | 40                                              |
| 10                       | 70                                                  | 30                                              |
| 11                       |                                                     |                                                 |
| 12                       | 70                                                  | 30                                              |
| 13                       | 65                                                  | 35                                              |
| 14                       | 65                                                  | 35                                              |
| 15                       | 90                                                  | 10                                              |
| 16                       |                                                     |                                                 |
| 17                       |                                                     |                                                 |
| 18                       | 65                                                  | 35                                              |
| Mean Percentage Financed | 64.6 %                                              | 35.4 %                                          |

The mean percentage of the total cost of the extracurricular



activity program for each school that was financed by the School Board was 64.6 per cent, while the percentage financed through funds raised by the students was 35.4 per cent. It can be noted that in one school the School Board financed as much as 90 per cent of the total cost of the program, whereas in another school the School Board financed only 35 per cent of the cost of the total program. Although the School Board financed each school in the same manner, in the latter school the students raised funds to a far greater extent than did the students in the former school.

The Financing of the extracurricular activity program of each high school by the School Board was accomplished in two ways. First, the School Board gave each school a basic grant per interscholastic athletic team and second, each school received a grant from the School Board on a per pupil basis. The individual school was free to administer this money in any manner it desired.

The eighteen high schools were all involved in raising funds for the operation of their extracurricular activity programs, especially for the operation of their non-athletic activities.

Funds raised for the operation of the extracurricular activity programs in the Montreal Protestant high schools were procured through two basic practices. One practice was to levy a single general fee on the students, and nine (50 per cent) of the high schools followed this custom. This single fee allowed the students to attend all social functions, movies, concerts, and athletic contests without paying admission. A second practice, which was utilized by eight





(44.4 per cent) of the high schools was to charge fees for various activities and admission to dances, movies, and athletic contests. Sales, plays and concerts were also used to raise money for various activities. The principal of one (5.6 per cent) of the schools reported that no fees or admissions were charged to the students, but they were expected to voluntarily contribute toward the operation of the extracurricular activity program of that school.

The money raised by the students was directed to a central fund in twelve (66.7 per cent) of the high school. The student council received the money in four (22.2 per cent) of the high schools and in one (5.6 per cent) of the schools the money raised for non-athletic activities went into a central fund, while the money raised for athletic activities went to the physical education department. Each individual activity raised and collected its own funds in the other high school. Table XI shows where the funds raised by the students are directed.

TABLE XI

## AREAS WHERE FUNDS RAISED BY THE STUDENTS WERE DIRECTED

| Areas Where Funds Were Directed                 | Schools That Used This Practice |
|-------------------------------------------------|---------------------------------|
| Central fund                                    | 12                              |
| Student Council                                 | 4                               |
| Central Fund for non-athletic activities;       |                                 |
| Physical Ed. Department for athletic activities | 1                               |
| Individual activity                             | 1                               |
| Total                                           | 18                              |



Table XII reveals who was responsible for administering the money raised by the students for the operation of their extracurricular activity program.

TABLE XII  
ARRANGEMENTS USED BY THE SCHOOLS TO ADMINISTER  
THE FUNDS RAISED BY STUDENTS

| Arrangements Used                                                                                                              | Schools that Used<br>This Arrangement |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| The Central Fund:                                                                                                              |                                       |
| Principal administered the central fund                                                                                        | 7                                     |
| Financial advisor administered the central fund                                                                                | 2                                     |
| Student council administered the non-athletic<br>and P.E. Department administered the athletic<br>portions of the central fund | 3                                     |
| No Central Fund:                                                                                                               |                                       |
| Student council administered the funds                                                                                         | 4                                     |
| Each activity administered its own funds                                                                                       | 1                                     |
| P.E. Department administered athletic fund;<br>Principal administered the non-athletic fund                                    | 1                                     |
| Total                                                                                                                          | 18                                    |

Management of the money that was directed to a central fund was done through three arrangements in the twelve high schools. The principals in seven schools administered the funds, a financial advisor appointed by the principal administered the funds in two high schools





and in the remaining three schools the student council administered the money for non-athletic activities.

The student council was solely responsible for administering the money raised by the students in four high schools and in one high school each activity administered its own money. The arrangement used to manage the money raised by the students in one high school was to have the physical education department administer the athletic activity money and the principal manage the non-athletic activity money.

Table XIII shows how the money received from the school board and funds raised by the students were allotted to the various activities.

TABLE XIII

## METHODS USED BY THE SCHOOLS TO ALLOCATE FUNDS TO THE VARIOUS ACTIVITIES

| Methods of Allocating Funds to<br>each Activity                                                      | Schools that Used this Method |
|------------------------------------------------------------------------------------------------------|-------------------------------|
| According to a presented budget                                                                      | 10                            |
| According to the needs that arose                                                                    | 5                             |
| According to grants from school board and a<br>general fee for athletics                             | 1                             |
| According to a certain percentage of the total<br>amount budgeted towards extracurricular activities | 1                             |
| According to the money it raises                                                                     | 1                             |
| Total                                                                                                | 18                            |

Each activity received an amount according to a budget presented





by that activity in ten (55.6 per cent) of the high schools, while in five (27.6 per cent) of the schools the money was allotted to each activity as the need arose.

A certain percentage of the total amount of money designated for extracurricular activities was given to each activity in one (5.6 per cent) of the schools. The allotments for one (5.6 per cent) of the schools were the grants made to it from the School Board and a single fee for students, both of which went toward athletic activities.

No person sponsoring extracurricular activities received financial remuneration except the four non-staff members previously mentioned.

## VII. EVALUATION

The principals of eleven (61.1 per cent) of the high schools stated that they had a set of goals or objectives that the extracurricular activity program was designed to achieve. Most of these goals were in the form of student council constitutions. There were seven (38.9 per cent) of the high schools with no such stated goals or objectives.

Evaluation of the extracurricular activity program on an informal basis was carried out in fourteen (77.8 per cent) of the high schools. No form of evaluation was conducted in four (22.2 per cent) of the high schools.

The principals of the fourteen high schools that evaluated their extracurricular activity programs were asked how often this evaluation took place and eight (55.4 per cent) replied that the evaluation was



continuous, three (21.5 per cent) replied that evaluation took place at the end of the school year, two (14.2 per cent) replied that evaluation took place at the termination of the activity and one (7.1 per cent) replied that evaluation took place at the end of each of three school terms.

All fourteen schools evaluating their extracurricular activity program evaluated each individual activity to assess its worth and to justify its inclusion in the program.

The administration and sponsors of the activities evaluated the program in nine (64.5 per cent) of the high schools. Evaluation of the program was done by the principal in two (14.2 per cent) of the schools and by the sponsor of the activity in two (14.2 per cent) of the high schools. The student council, sponsors, and principal evaluated each activity to justify its inclusion in the extracurricular activity program of one (7.1 per cent) of the high schools.

No form of evaluation instrument was used by any of the fourteen high schools as all evaluations were done informally.

Table XIV shows the types of extracurricular records being kept in eighteen Montreal Protestant high schools. The permanent record card for each student, medical card and forms to record points, etc., were the most widely used records.

#### VIII. SUMMARY

The Protestant School Board of Greater Montreal had no established policies regarding the organization and administration of the





extracurricular activity programs within the schools under its jurisdiction. A regional association, the G.M.I.A.A., organized and administered the interscholastic athletic program.

TABLE XIV

RECORDS KEPT TO FACILITATE THE ADMINISTRATION OF EXTRACURRICULAR  
ACTIVITY PROGRAMS AND THE NUMBER OF SCHOOLS THAT USED EACH KIND

| Records that were Kept                  | Number of Schools that Kept<br>Each Kind of Record |
|-----------------------------------------|----------------------------------------------------|
| Registration blank for each activity    | 4                                                  |
| Permanent record card for each activity | 3                                                  |
| Permanent record card for each student  | 16                                                 |
| Sponsor's report                        | 11                                                 |
| Eligibility cards                       | 1                                                  |
| Medical form                            | 18                                                 |
| Point system record, etc.               | 17                                                 |
| Financial report                        | 1                                                  |

All extracurricular activities offered in Montreal Protestant high schools were supervised. The mean percentage of teachers sponsoring extracurricular activities in the eighteen high schools was 51 per cent. Teachers volunteered for the sponsorship of activities, and 33 per cent (seventeen teachers) received a lightened teaching load in return. The mean time spent per week in the sponsorship of extracurricular activities by all persons involved was 6.78 hours per week over the entire year.

The principal was either directly or indirectly responsible for the decisions concerning encouraging and limiting a student's participation in extracurricular activities in sixteen (88.9 per cent) of the



schools. Student participation was controlled or limited in 50 per cent (nine) of the high schools. The mean total student participation in the high schools was 63 per cent of the student body, with the intramural athletic program receiving the greatest student participation. All schools rewarded their students for participating in the extracurricular activity program.

The arrangement used by 77.8 per cent (fourteen high schools) to schedule their extracurricular activity program was to have the individual sponsor schedule his own non-athletic activity, the physical education department schedule the intramural athletics and the G.M.I.-A.A. schedule the interscholastic athletic activities. Extracurricular activities were scheduled during the school day in 88.9 per cent (sixteen) of the high schools and after school in all high schools. The interscholastic athletic activities were scheduled after school during the week.

The mean percentage of the total cost of the extracurricular activity program for each school that was financed by the School Board was 64.6 per cent, while student funds financed the remaining 35.4 per cent of the total cost. All eighteen high schools raised funds for the operation of their extracurricular activity program. Methods used to raise funds were fees, sales, and admission to athletic contests, dances, concerts, and plays. The money raised by the students went to a central fund in 66.7 per cent (twelve) of the schools. In most of these schools the principal administered the fund allotting money to each activity according to a presented budget.



There was some form of informal evaluation in 77.8 per cent (fourteen) of the high schools. The frequency of evaluation varied with each school and was usually done by the sponsor and the administration on an informal basis. The various types of records kept and the number of high schools using each type of record were mentioned.





## CHAPTER IV

### ANALYSIS OF DATA: OPINIONS OF PRINCIPALS, PHYSICAL EDUCATORS AND TEACHERS REGARDING THE ADMINISTRATION OF AN EXTRACURRICULAR ACTIVITY PROGRAM

The information collected in the second section of the interview-schedule dealt with the opinions of principals, physical educators and teachers regarding the administration of an extracurricular activity program.

The professional people teaching in the Montreal Protestant high schools were asked to give their opinions as to how they felt each of the six areas of administration should be directed. The population of sixty-six respondents included fifteen principals, eighteen physical educators and thirty-three teachers.

A series of questions were asked concerning the six areas of administration and the results of those questions are analyzed in this chapter.

#### I. ORGANIZATIONAL STRUCTURE

The respondents were asked if they felt that a school board should have established policies regarding the administration of extracurricular activities and forty-seven (71.2 per cent) responded that a school board should have some policies. The remaining nineteen (28.8 per cent) felt that policies are not necessary.

A school having written policies regarding the administration of



its extracurricular activity program was a custom favored by forty-three (65.2 per cent) of the respondents, whereas twenty (20.3 per cent) were against written policies. Policies should be present in a school, but unwritten in the opinion of two (three per cent) of the respondents, while one (1.5 per cent) of the respondents had no opinion regarding this subject.

Table XV represents the opinions of the principals, physical educators and teachers as to whom they felt should administer a school's extracurricular program.

TABLE XV

OPINIONS OF THE PRINCIPALS, PHYSICAL EDUCATORS AND TEACHERS AS TO WHOM THEY FELT SHOULD ADMINISTER AN EXTRACURRICULAR ACTIVITY PROGRAM

| Who Should Administer<br>the Program                                  | Principals | Physical<br>Educators | Teachers | Total |
|-----------------------------------------------------------------------|------------|-----------------------|----------|-------|
| Non-athletic--Individual sponsor;<br>Athletic--P.E. Dept., G.M.I.A.A. | 5          | 8                     | 14       | 27    |
| Committee                                                             | 2          | 2                     | 9        | 13    |
| Principal                                                             | 4          | 5                     | 3        | 12    |
| Director of Extracurricular<br>Activities                             | 1          | 2                     | 3        | 6     |
| Non-athletic--Student council;<br>Athletic--P.E. Dept., G.M.I.A.A.    | 2          | 1                     | 1        | 4     |
| Staff                                                                 |            |                       | 2        | 2     |
| Student Council                                                       | 1          |                       |          | 1     |
| No opinion                                                            |            |                       | 1        | 1     |
| Total                                                                 | 15         | 18                    | 33       | 66    |





There was a marked difference of opinion between the principals and teachers as to whom they felt should administer an extracurricular activity program in a school. Only five (33 per cent) of the principals felt that the individual sponsor should administer the non-athletic activities with the physical education department and the G.M.I.A.A. administering the athletic activities, whereas fourteen (42 per cent) of the teachers felt that these persons should administer an extracurricular activity program within a school. Another four (27 per cent) of the principals felt that the principal should administer the program, while only three (nine per cent) of the teachers were of the opinion that the principal should administer the extracurricular activity program in a school.

The most popular method of administering an extracurricular activity program was to have the individual sponsor look after his own non-athletic activity, the physical education department manage the intramural athletic activities and a regional association like the G.M.I.A.A. administer the interscholastic athletic activities.

The responsibility for organizing and administering the intramural athletic program, in the opinion of sixty-three (94.4 per cent) of the respondents, rested with the physical education department. A committee of physical education teachers and classroom teachers should have this responsibility was the opinion expressed by three (5.6 per cent) of the respondents.

Responsibility for the organization and administration of the interscholastic athletic program should, according to the respondents,



rest with one of three suggested groups. It was the belief of twenty-four (36.4 per cent) of the respondents that the physical education department should have this responsibility, whereas twenty (30.3 per cent) of the respondents felt that a regional association like the G.M.I.A.A. should administer the interscholastic athletic program. The feeling of seventeen (25.8 per cent) of the respondents was that a regional supervisor under the school board should be responsible for the administration of the interscholastic athletic program, while five (7.5 per cent) of the respondents had no opinion regarding this matter.

The respondents were asked if the student council should be involved in the administration of the extracurricular activity program in a school and forty-six (69.7 per cent) replied, "Yes," seventeen (25.8 per cent) said, "No," and three (4.5 per cent) expressed, "No opinion."

## II. SUPERVISION

All but one teacher felt that every extracurricular activity offered by a school should be sponsored by a staff member. The sponsorship of extracurricular activities should be voluntary in the opinion of fifty-one (77.2 per cent) of the respondents, while fifteen (22.8 per cent) believed that staff members should be required to sponsor at least one activity.

The practice of having non-staff members sponsor extracurricular activities was favoured by seventeen (25.8 per cent) of the respondents as shown in Table XVI. Many felt that extracurricular activities were





the school's responsibility and that only the staff could have the control and authority necessary for the proper supervision of those activities offered.

The principals and physical educators were in agreement regarding the use of non-staff members as sponsors for extracurricular activities. Only one (seven per cent) of the principals favoured having non-staff members sponsor extracurricular activities and none of the physical educators agreed with this practice, yet sixteen (48 per cent) of the teachers favoured having non-staff members sponsor extracurricular activities.

TABLE XVI

OPINIONS OF THE PRINCIPALS, PHYSICAL EDUCATORS AND TEACHERS AS TO WHETHER NON-STAFF MEMBERS SHOULD SPONSOR EXTRACURRICULAR ACTIVITIES

| Should non-staff<br>Members Sponsor? | Principals | Physical<br>Educators | Teachers | Total |
|--------------------------------------|------------|-----------------------|----------|-------|
| Yes                                  | 1          |                       | 16       | 17    |
| No                                   | 14         | 18                    | 17       | 49    |
| Total                                | 15         | 18                    | 33       | 66    |

When questioned as to whether they would like to see provisions made for in-service training in various sponsorships, forty-seven (71.2 per cent) of the respondents felt there was a need for in-service training in the athletic and/or non-athletic areas. The remaining nineteen (28.8 per cent) felt that there was no need for any type of in-





service training and that any in-service programs offered would be poorly attended.

The respondents were then asked if they felt that their authority and responsibility in sponsoring an extracurricular activity was spelled out clearly enough and thirty-nine(78 per cent) replied, "Yes," ten (20 per cent) replied, "No," and two (four per cent) persons had "No Opinion," regarding this subject. The principals were not asked this question as a majority were not involved in sponsoring extracurricular activities.

The practice of lightening a teacher's work load was mentioned and, as Table XVII illustrates, fifty (75.8 per cent) of the respondents felt that a teacher's work load should be lightened for sponsoring extracurricular activities. The method most frequently mentioned that should be used was to increase the number of spare periods for those persons sponsoring extracurricular activities.

TABLE XVII  
OPINIONS OF THE PRINCIPALS, PHYSICAL EDUCATORS AND TEACHERS AS TO WHETHER A TEACHER'S WORK LOAD SHOULD BE ADJUSTED FOR SPONSORING AN ACTIVITY

| Should Work Load<br>Be adjusted | Principals | Physical<br>Educators | Teachers | Total |
|---------------------------------|------------|-----------------------|----------|-------|
| Yes                             | 12         | 14                    | 24       | 50    |
| Yes--P.E. only                  | 1          |                       |          | 1     |
| No                              | 2          | 4                     | 9        | 15    |
| Total                           | 15         | 18                    | 33       | 66    |



Table XVIII shows the opinions of the professional people in Montreal Protestant high schools regarding a teacher receiving extra pay for the sponsorship of extracurricular activities. There were thirty-eight (57.6 per cent) of the respondents who felt that a teacher should not receive extra pay for the sponsorship of extracurricular activities, whereas twenty-seven (40.9 per cent) of the respondents felt that a teacher should receive extra pay.

TABLE XVIII

OPINIONS OF THE PRINCIPALS, PHYSICAL EDUCATORS AND TEACHERS AS TO WHETHER A TEACHER SHOULD RECEIVE EXTRA PAY FOR SPONSORING EXTRACURRICULAR ACTIVITIES

| Should Receive<br>Extra Pay? | Principals | Physical<br>Educators | Teachers | Total |
|------------------------------|------------|-----------------------|----------|-------|
| Yes                          | 5          | 9                     | 13       | 27    |
| No                           | 10         | 9                     | 19       | 38    |
| No Opinion                   |            |                       | 1        | 1     |
| Total                        | 15         | 18                    | 33       | 66    |

Regarding the opinions of the principals, physical educators and teachers as to whether a teacher should receive extra pay for the sponsorship of extracurricular activities, only five (33 per cent) of the principals and thirteen (39 per cent) of the teachers agreed with this practice, whereas nine (50 per cent) of the physical educators felt that sponsors should receive extra pay for the sponsorship of extracurricular activities.





The physical educators and teachers were asked if they felt that they had received adequate training for the sponsorship of extracurricular activities and thirty-two (64 per cent) felt they had, seventeen (34 per cent) said they had not and one (two per cent) felt he had adequate training for some activities and inadequate training for others. No opinion was expressed by one (two per cent) of the respondents.

Table XIX reveals the type of extracurricular activities that the respondents preferred to sponsor. There were fifteen (22.7 per cent) of the respondents who preferred to sponsor both the intramural athletic and interscholastic athletic activities; eleven (16.7 per cent) of the respondents who preferred to sponsor all three types of activities; nine (13.6 per cent) of the respondents who preferred to sponsor only the interscholastic athletic activities; eight (12.1 per cent) of the respondents who preferred to sponsor only the intramural athletic activities; eight (12.1 per cent) of the respondents who preferred to sponsor only the non-athletic activities; six (9.2 per cent) of the respondents who preferred to sponsor a combination of non-athletic and athletic activities and nine (13.6 per cent) of the respondents gave no opinion as to their preference of sponsorship.

### III. PARTICIPATION POLICIES

The respondents were asked who they felt should make the decisions regarding limiting student participation in extracurricular activities. Table XX, page 82, shows the replies of the principals,



physical educators and teachers indicating who they felt should make the decisions regarding limiting student participation in extracurricular activities.

TABLE XIX  
TYPE OF EXTRACURRICULAR ACTIVITIES THAT PRINCIPALS, PHYSICAL EDUCATORS AND TEACHERS PREFERRED TO SPONSOR

| Type of Activities                        | Principals | Physical Educators | Teachers | Total |
|-------------------------------------------|------------|--------------------|----------|-------|
| Interscholastic athletic                  | 2          | 4                  | 3        | 9     |
| Intramural athletic                       | 1          | 6                  | 1        | 8     |
| Non-athletic                              | 1          |                    | 7        | 8     |
| All three                                 | 1          | 1                  | 9        | 11    |
| Non-athletic and Interscholastic athletic |            |                    | 3        | 3     |
| Non-athletic and Intramural athletic      | 1          |                    | 2        | 3     |
| Interscholastic and Intramural athletic   |            | 7                  | 8        | 15    |
| Not sponsoring                            | 9          |                    |          | 9     |
| Total                                     | 15         | 18                 | 33       | 66    |

The decision to limit student participation should rest with the principal or the administration according to nineteen (28.8 per cent) of the respondents, while seventeen (25.8 per cent) felt that a committee made up of the administration, staff and students should be responsible for such a decision.

The opinion that students should not be required to participate in an extracurricular activity program was expressed by forty (60.6 per cent) of the respondents, whereas the remaining twenty-six (39.4





per cent) of the respondents felt that students should be required to participate in at least one extracurricular activity offered by the school.

TABLE XX

OPINIONS OF THE PRINCIPALS, PHYSICAL EDUCATORS AND TEACHERS AS TO WHO SHOULD MAKE THE DECISIONS REGARDING THE LIMITING OF STUDENT PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

| Who Should Make<br>The Decision                | Principals | Physical<br>Educators | Teachers | Total |
|------------------------------------------------|------------|-----------------------|----------|-------|
| Principal                                      | 4          | 7                     | 8        | 19    |
| Committee                                      | 4          | 1                     | 12       | 17    |
| Principal, classroom<br>teacher and/or sponsor | 3          | 4                     | 5        | 12    |
| Sponsor                                        |            | 2                     | 4        | 6     |
| Parents and/or students                        | 1          | 4                     | 1        | 6     |
| Director of extra-<br>curricular activities    |            |                       | 3        | 3     |
| Guidance                                       | 2          |                       |          | 2     |
| Student Council                                | 1          |                       |          | 1     |
| Total                                          | 15         | 18                    | 33       | 66    |

The encouraging of students to participate in an extracurricular activity was a practice endorsed by all but one respondent.

The number of persons who believed that a student should be limited in his participation in extracurricular activities was forty-





three (65.1 per cent), whereas twelve (18.2 per cent) of the respondents were of the opinion that there should be no limitation on the number of activities a student may participate in during the school year. The remaining eleven (16.7 per cent) of the respondents felt that limiting a student's participation depended upon the individual student.

The procedures most frequently mentioned as helpful in limiting a student's participation were: allowing the student to take part in a limited number of activities, the use of guidance, scholarship and a study of each individual case and then appropriate action.

The practice of using scholarship in limiting a student's participation was approved of by thirty-six (54.5 per cent) of the respondents, whereas twenty-five (37.9 per cent) believed that this was not a good practice. "It depends upon the individual situation," stated five (7.6 per cent) of the respondents and it was suggested by many persons that scholarship should be a criteria, but not the sole criteria for limiting a student's participation in extracurricular activities.

An intramural athletic program should be offered before an interscholastic athletic program stated fifty-eight (87.9 per cent) of the respondents.

There were sixty (90.9 per cent) of the respondents who believed that a school should belong to an association like the G.M.I.A.A. that organized, administered, and controlled the interscholastic athletic activities.

There was 100 per cent agreement on the part of all respondents



that girls should participate in interscholastic athletic activities though not on as competitive a basis as the boys.

The custom of rewarding students for their participation in extracurricular activities was favoured by sixty (90.9 per cent) of the respondents, whereas six (9.1 per cent) of the respondents felt that there should be no form of reward for student involvement in extracurricular activities.

A further analysis showed that thirty of the sixty respondents favouring some form of reward felt that students should be rewarded both for participating and winning, fifteen had no opinion as to who should be rewarded or how, six favoured rewarding only for participation and nine favoured rewarding only the winners.

#### IV. SCHEDULING

The opinions of the principals, physical educators and teachers as to whom they felt should schedule the extracurricular activities are shown in Table XXI.

The persons most frequently mentioned as being responsible for scheduling the extracurricular activities were: the individual sponsor for each non-athletic activity, the physical education department for the intramural athletic activities and a regional association like the G.M.I.A.A. to schedule the interscholastic athletic activities.

The length of time that an activity may meet should be limited in the opinion of forty (60.6 per cent) of the respondents, whereas twenty-two (33.3 per cent) believed that there should be no limit on





the length of time an activity may meet. There were three (4.5 per cent) of the respondents who felt that it depended upon the activity and one (1.5 per cent) of the respondents stated that it was up to the individual sponsor.

TABLE XXI

OPINIONS OF THE PRINCIPALS, PHYSICAL EDUCATORS AND TEACHERS AS TO WHOM THEY FELT SHOULD SCHEDULE THE EXTRACURRICULAR ACTIVITIES

| Who should Schedule Activities                                              | Principals | Physical Educators | Teachers | Total |
|-----------------------------------------------------------------------------|------------|--------------------|----------|-------|
| Non-athletic-- Individual sponsor; Athletic--P.E. Department and G.M.I.A.A. | 8          | 8                  | 12       | 28    |
| Committee                                                                   | 2          | 2                  | 7        | 11    |
| Administration and sponsor                                                  | 3          | 3                  | 5        | 11    |
| Director of extracurricular activities                                      | 1          | 2                  | 5        | 8     |
| Principal                                                                   |            | 2                  | 1        | 3     |
| Student Council                                                             | 1          |                    | 1        | 2     |
| Non-athletic--Student Council; Athletic--P.E. Department and G.M.I.A.A.     |            | 1                  | 1        | 2     |
| School Board                                                                |            |                    | 1        | 1     |
| Total                                                                       | 15         | 18                 | 33       | 66    |

There should also be a limit, according to thirty-five (53 per cent) of the respondents, on the number of times an activity may meet a



week, whereas twenty-five (37.9 per cent) felt that there should be no such a limitation. It was up to the individual sponsor in the opinion of one (1.5 per cent) of the respondents, while five (7.6 per cent) suggested that it depended upon the activity.

The suggestion of scheduling all extracurricular activities during the school day was favoured by ten (15.2 per cent) of the respondents, while the remaining fifty-six (84.8 per cent) did not agree with this idea. Most of the respondents, twenty-seven (40.9 per cent) felt that extracurricular activities should be scheduled during the noon hour and after school, however sixteen (24.2 per cent) of the respondents felt that extracurricular activities should be scheduled only after school. Table XXII illustrates when the principals, physical educators and teachers felt that extracurricular activities should be scheduled.

TABLE XXII

OPINIONS OF PRINCIPALS, PHYSICAL EDUCATORS AND TEACHERS AS TO WHEN THEY FELT THAT EXTRACURRICULAR ACTIVITIES SHOULD BE SCHEDULED

| Time Activities Should<br>be Scheduled | Principals | Physical<br>Educators | Teachers | Total |
|----------------------------------------|------------|-----------------------|----------|-------|
| Noon hour and after school             | 7          | 8                     | 12       | 27    |
| After School                           | 1          | 3                     | 12       | 16    |
| Any time available                     | 3          | 1                     | 4        | 8     |
| Before, during, after school           | 2          | 2                     | 1        | 5     |
| During school day                      | 2          | 4                     | 4        | 10    |
| Total                                  | 15         | 18                    | 33       | 66    |





The practice of scheduling extracurricular activities in the evenings was not approved of by fifty-eight (87.9 per cent) of the respondents, whereas seven (10.6 per cent) felt that the practice was acceptable.

The practice of scheduling extracurricular activities other than the interscholastic athletic program on the weekend was not favoured by fifty (75.8 per cent) of the respondents, whereas sixteen (24.2 per cent) felt that this was an acceptable time.

Table XXIII reveals the opinions of principals, physical educators and teachers as to when they felt the interscholastic athletic activities should be scheduled. A great majority of the respondents, forty-seven (71.2 per cent), felt that interscholastic activities should be scheduled after school during the week.

TABLE XXIII  
OPINIONS OF THE PRINCIPALS, PHYSICAL EDUCATORS AND TEACHERS AS TO  
WHEN THEY FELT THAT INTERSCHOLASTIC ATHLETIC ACTIVITIES  
SHOULD BE SCHEDULED

| When Activities Should<br>be Scheduled | Principals | Physical<br>Educators | Teachers | Total |
|----------------------------------------|------------|-----------------------|----------|-------|
| After school                           | 8          | 14                    | 25       | 47    |
| After school and weekends              | 2          | 1                     | 3        | 6     |
| Any time available                     | 5          |                       | 1        | 6     |
| During school time                     |            | 2                     | 1        | 3     |
| Evenings and after school              |            |                       | 1        | 1     |
| Convenience of sponsor                 |            |                       | 1        | 1     |
| Friday nights and weekends             |            |                       | 1        | 1     |
| No opinion                             |            | 1                     |          | 1     |
| Total                                  | 15         | 18                    | 33       | 66    |





Student conduct at interscholastic athletic activities held away from a school was the responsibility of that school in the opinion of sixty-four (97 per cent) of the respondents. The school should not assume this responsibility stated one (1.5 per cent) of the respondents, while another one (1.5 per cent) had no opinion on the subject.

## V. FINANCE

There was a 100 per cent agreement on the part of principals, physical educators and teachers that a school board should finance the extracurricular activity programs in the schools under its jurisdiction. Table XXIV reveals the extent to which the respondents felt a school board should finance a school's extracurricular activity program. There were fourteen (21.2 per cent) of the respondents who suggested that a school board finance the extracurricular activity programs by means of a per pupil grant and/or a grant per athletic team; eleven (16.7 per cent) of the respondents suggested that a school board give total financial support to a program; nine (13.6 per cent) of the respondents suggested that a school board finance a certain percentage of the total cost of a program; eight (12.1 per cent) or the respondents suggested that a school board finance all athletic activities; four (6.1 per cent) of the respondents suggested that a school board provide enough money to support a "worthwhile program" and twenty (30.3 per cent) of the respondents gave miscellaneous replies or no reply.

The practice of students raising funds to support the extra-



curricular activity program in their school was acceptable to fifty-three (80.3 per cent) of the respondents, whereas twelve (18.2 per cent) were of the opinion that students should not raise funds to support an extracurricular activity program. One (1.5 per cent) of the principals felt that it depended upon the activity.

TABLE XXIV  
OPINIONS OF THE PRINCIPALS, PHYSICAL EDUCATORS AND TEACHERS AS TO  
THE EXTENT THAT A SCHOOL BOARD SHOULD SUPPORT  
AN EXTRACURRICULAR ACTIVITY PROGRAM

| Extent of Support                        | Principals | Physical Educators | Teachers | Total |
|------------------------------------------|------------|--------------------|----------|-------|
| Grant per pupil and/or per athletic team | 5          | 4                  | 5        | 14    |
| Miscellaneous replies                    | 4          | 4                  | 5        | 13    |
| Total support                            | 2          | 4                  | 5        | 11    |
| Certain percentage of total cost         | 2          | 4                  | 3        | 9     |
| All athletic activities                  |            |                    | 8        | 8     |
| No opinion                               | 1          | 2                  | 4        | 7     |
| Enough to support a worthwhile program   | 1          |                    | 3        | 4     |
| Total                                    | 15         | 18                 | 33       | 66    |

The respondents felt that there were basically two methods that should be used in order to obtain money to support an extracurricular activity program. The first method was to charge a single fee to cover





a student's admission to every type of event offered by the school and thirteen (19.7 per cent) of the respondents suggested this method. The second method which was supported by the fifty-three (80.3 per cent) of the respondents was to charge fees for various activities and to charge admission to social and athletic events, dances, movies, plays and concerts.

The respondents were asked where the money raised by the students should be kept and forty-eight (72.7 per cent) replied that the money should be kept in a central fund, fifteen (22.7 per cent) stated that each activity should keep its own money that it collects and three (4.6 per cent) of the respondents had no opinion on the subject.

Table XXV shows who the respondents felt should administer the money that was kept in a central fund. There were thirty-four (71 per cent) of the respondents who felt that the administration, faculty or a faculty member should administer the central fund, whereas, fourteen (29 per cent) of the respondents felt that the students should administer the central fund.

The money that was kept in a central fund would have to be allotted to the various activities making up the extracurricular activity program of a high school. Table XXVI discloses how those respondents, who felt that the money should be kept in a central fund, believed this money should be allotted to the various extracurricular activities. There were twenty-three (48 per cent) of the respondents who felt that each activity should be allotted money according to a presented budget by that activity; fourteen (30 per cent) of the



TABLE XXV

OPINIONS OF THE PRINCIPALS, PHYSICAL EDUCATORS AND TEACHERS AS TO  
WHO SHOULD ADMINISTER THE MONEY THAT GOES INTO A CENTRAL FUND

| Who Should Administer<br>The Money                                           | Principals | Physical<br>Educators | Teachers | Total |
|------------------------------------------------------------------------------|------------|-----------------------|----------|-------|
| Principal                                                                    | 5          | 6                     | 9        | 20    |
| Student Council                                                              | 6          | 2                     | 6        | 14    |
| Financial advisor                                                            | 1          | 3                     | 2        | 6     |
| Athletics--P.E. Department;<br>Non-athletics-- Committee<br>of staff members |            | 2                     | 2        | 4     |
| Committee                                                                    |            |                       | 2        | 2     |
| Director of Extracurricular<br>Activities                                    | 1          |                       |          | 1     |
| No opinion                                                                   | 1          |                       |          | 1     |
| Total                                                                        | 14         | 13                    | 21       | 48    |

TABLE XXVI

OPINIONS OF PRINCIPALS, PHYSICAL EDUCATORS AND TEACHERS AS TO  
HOW THE MONEY KEPT IN A CENTRAL FUND SHOULD BE ALLOTTED  
TO EACH ACTIVITY

| How Money Should be Allotted<br>to each Activity | Principals | Physical<br>Educators | Teachers | Total |
|--------------------------------------------------|------------|-----------------------|----------|-------|
| According to presented budget                    | 6          | 8                     | 9        | 23    |
| As need arises                                   | 7          | 2                     | 5        | 14    |
| By Administrative decision                       |            | 2                     | 2        | 4     |
| On a per capita basis                            |            | 1                     | 2        | 3     |
| No opinion                                       | 1          |                       | 2        | 3     |
| By previous years expenses                       |            |                       | 1        | 1     |
| Total                                            | 14         | 13                    | 21       | 48    |





respondents felt that each activity should be allotted money as the need arises; four (eight per cent) of the respondents felt that money should be allotted to each activity through an administrative decision; three (six per cent) of the respondents felt that each activity should be allotted money on a per capita basis; one (two per cent) of the respondents felt that the money should be allotted to each activity according to its previous years expenses and three (six per cent) of the respondents gave no opinion.

## VI. EVALUATION

The opinion of thirty-nine (59.1 per cent) of the respondents was that a school should have a written set of objectives or goals for its extracurricular activity program, while on the contrary twenty-four (36.4 per cent) of the respondents felt that objectives and goals are not necessary. No opinion was expressed by three (4.5 per cent) of the respondents.

A high school should evaluate its extracurricular activity program according to sixty-two (93.9 per cent) of the respondents, whereas four (6.1 per cent) believed that a school need not evaluate its extracurricular activity program.

There were ten (15.2 per cent) of the respondents who were of the opinion that an extracurricular activity program should be evaluated as a whole, whereas thirty-six (54.5 per cent) felt that each individual activity should be evaluated to assess its worth and justify its inclusion in the program. It was suggested by seventeen





(25.8 per cent) of the respondents that the program include both individual evaluation and evaluation of the program as a whole. There were three (4.5 per cent) of the respondents who expressed no opinion.

The opinions of the principals, physical educators and teachers as to when they felt a school should evaluate its extracurricular activity program are shown in Table XXVII. The end of the year, yearly and at the termination of each activity accounted for 59 per cent of the responses.

TABLE XXVII  
OPINIONS OF THE PRINCIPALS, PHYSICAL EDUCATORS AND TEACHERS AS TO  
WHEN AN EXTRACURRICULAR ACTIVITY PROGRAM SHOULD BE  
EVALUATED

| Time of Year for<br>Evaluation | Principals | Physical<br>Educators | Teachers | Total |
|--------------------------------|------------|-----------------------|----------|-------|
| Yearly                         | 4          | 4                     | 9        | 17    |
| End of Year                    | 4          | 4                     | 8        | 16    |
| Continuous                     | 3          | 6                     | 5        | 14    |
| Termination of Activity        | 1          | 2                     | 3        | 6     |
| As need arises                 | 1          | 2                     | 2        | 5     |
| Semi-annually                  |            |                       | 3        | 3     |
| No opinion                     | 2          |                       | 3        | 5     |
| Total                          | 15         | 18                    | 33       | 66    |

The opinions of the respondents as to who they felt should evaluate a school's extracurricular activity program are shown in Table XXVIII.

The respondents were asked if they felt that records should be kept to help in the administration of the extracurricular activity



program in a school and sixty-one (91.4 per cent) replied that some form of records should be kept, whereas four (6.1 per cent) felt that records just mean more work.

TABLE XXVIII

PERSONS THE PRINCIPALS, PHYSICAL EDUCATORS AND TEACHERS FELT SHOULD EVALUATE THE EXTRACURRICULAR ACTIVITY PROGRAM

| Persons<br>Evaluating                           | Principal | Physical<br>Educators | Teachers | Total |
|-------------------------------------------------|-----------|-----------------------|----------|-------|
| Administration and sponsors                     | 5         | 3                     | 9        | 17    |
| Administration-Staff-Students                   |           | 4                     | 13       | 17    |
| Sponsor                                         | 1         | 5                     | 3        | 9     |
| Administration and staff                        | 5         | 1                     | 2        | 8     |
| Sponsors and students                           |           | 1                     | 3        | 4     |
| Principal                                       | 2         | 1                     | 1        | 4     |
| Committee                                       |           | 3                     |          | 3     |
| No opinion                                      | 2         |                       |          | 2     |
| Director of extracurricular<br>activity program |           |                       | 1        | 1     |
| School Board                                    |           |                       | 1        | 1     |
| Total                                           | 15        | 18                    | 33       | 66    |

Table XXIX shows the various records the respondents felt should be kept. The three records most frequently mentioned were: a permanent record card for each student indicating what activities he had participated in throughout his high schools years, a medical card and various forms on which to record points accumulated by students, results of games and other information.

VII. SUMMARY

There were 71.2 per cent (forty-seven) of the respondents who





felt that a school board should have established policies regarding the administration of extracurricular activity programs. The method most frequently mentioned regarding how the program should be organized and administered was similar to the method practiced in five (27.8 per cent) of the high schools.

TABLE XXIX  
TYPES OF RECORDS THAT PRINCIPALS, PHYSICAL EDUCATORS AND TEACHERS  
SUGGESTED BE KEPT FOR THE ADMINISTRATION OF AN EXTRACURRICULAR  
ACTIVITY PROGRAM

| Types of Records                            | Principals<br>(N:15) | Physical Edu-<br>cators (N:18) | Teachers<br>(N:33) | Total<br>(N:66) |
|---------------------------------------------|----------------------|--------------------------------|--------------------|-----------------|
| Registration blank for<br>each activity     | 2                    | 9                              | 14                 | 25              |
| Permanent record card<br>for each activity  | 4                    | 6                              | 8                  | 18              |
| Permanent record card<br>for each student   | 13                   | 16                             | 27                 | 56              |
| Sponsor's card                              | 6                    | 9                              | 12                 | 27              |
| Eligibility card                            | 2                    | 3                              | 3                  | 8               |
| Medical cards                               | 14                   | 18                             | 29                 | 61              |
| Forms to record points<br>accumulated, etc. | 14                   | 18                             | 24                 | 56              |

All but one teacher felt that the extracurricular activities offered by a school should be sponsored. Sponsorship of an activity should be voluntary in the opinion of 77.3 per cent (fifty-one) of the respondents and 75.8 per cent (fifty) felt that a teacher's work load



should be lightened for sponsorship of extracurricular activities. There were 40.9 per cent (twenty-seven) of the respondents favouring extra pay for the sponsorship of extracurricular activities indicating that some persons felt that sponsors should receive both extra pay and a lightened teaching load for sponsoring extracurricular activities.

There were 72.7 per cent (forty-eight) of the respondents who felt that the principal should be either directly or indirectly responsible for the decisions concerning encouraging and limiting a student's participation in extracurricular activities. A student should be limited in his participation in extracurricular activities according to 65.1 per cent (forty-three) of the respondents. When asked if scholarship was a good criteria to use in limiting student participation, 54.5 per cent (thirty-six) agreed that it was a good criteria. Rewarding students for participating in extracurricular activities was a custom agreed upon by 90.9 per cent of the respondents.

The arrangement most respondents felt should be used to schedule extracurricular activities was the one presently used by 77.8 per cent (fourteen) of the Montreal Protestant high schools. Scheduling extracurricular activities during the school day and after school was approved of by 51.5 per cent (thirty-four) of the respondents and furthermore, 71.2 per cent (forty-seven) of the respondents felt that interscholastic athletic activities should be scheduled after school during the week.

All respondents agreed that a school board should help finance





the extracurricular activity program in schools under its jurisdiction; however, their opinions as to the extent of help were quite varied. There were 71.2 per cent (forty-eight) of the respondents who felt that the money raised by students to help operate an extracurricular activity program should go into a central fund. The money should be administered by either the principal or student council and allotted to each activity according to a presented budget or as the need arises.

The extracurricular activity program should undergo some form or informal evaluation was the opinion of 93.9 per cent (sixty-two) of the respondents. The end of the school year, yearly or at the termination of an activity was the time to evaluate a program according to 59.1 per cent (thirty-nine) of the respondents. There was a variation of opinions as to who should do this informal evaluation although most persons felt that there should be some involvement of the administration. The types of records that the respondents felt should be kept to help facilitate the administration of an extracurricular activity program in a school were listed.





## CHAPTER V

### A COMPARISON OF PRESENT PRACTICES WITH PROFESSIONAL OPINIONS AND THE RELATED LITERATURE

This chapter presents a comparison of the present practices in the administration of the extracurricular activity programs in eighteen Montreal Protestant high schools with professional opinion as to the administration of an extracurricular activity program and relevant information found in a review of the literature.

The data being compared were gathered from Chapters II, III, and IV. An attempt is made to indicate the similarities and differences between present practices in administering a program, professional opinions as to various practices of administration and suggested practices in administration found in the literature.

#### I. ORGANIZATIONAL STRUCTURE

The Protestant School Board of Greater Montreal had no established policies regarding the administration of the extracurricular activity programs in the high schools under its jurisdiction. It was the opinion of 71.2 per cent of the persons interviewed that a school board should have established policies regarding the administration of extracurricular activities. The literature suggested that a school board be informed of the purposes of a program and that they should periodically be asked to make their position clear in the matter of moral support.



The practice used in 55.6 per cent of the high schools to organize and administer their extracurricular activity programs was to have the student council administer the non-athletic activities, the physical education department administer the intramural athletic activities and the G.M.I.A.A. administer the interscholastic athletic activities. The practice that 40.9 per cent of the professional people suggested was similar to the one previously mentioned excepting for the administration of the non-athletic activities. Here they suggested that the individual sponsor administer his own non-athletic activity. The literature suggested that either the principal, a person appointed to administer the total program or a committee of staff members and students organize and administer the extracurricular activity program in a school.

The physical education department organized and administered the intramural athletic program in all of the high schools and 94.4 per cent of the persons interviewed agreed with this practice. The literature suggested that every high school should have a teacher, usually a member of the physical education department, designated as the intramural director who will be responsible for the intramural program.

The interscholastic athletic activities were organized and administered by the G.M.I.A.A. in all eighteen high schools in Montreal and 56 per cent of the principals, physical educators and teachers were of the opinion that the interscholastic athletics should be administered by such a regional association with school board involvement. The literature suggested that the administration of interscholastic







athletics be the same as that for all other aspects of the extracurricular activity program. It is also suggested that a regional association be formed to organize, administer and control the interscholastic athletic activities.

## II. SUPERVISION

All the extracurricular activities offered in Montreal Protestant high schools were sponsored by staff members with one school having both staff and students sponsoring activities. Only one teacher felt that extracurricular activities need not be sponsored. The literature suggested that no activity be offered for which there was no sponsor.

Teachers volunteered their services to sponsor extracurricular activities in 88.9 per cent of the high schools and in 11.1 per cent of the schools the principal selected the sponsors. The opinion of 77.3 per cent of the professional people was that the sponsorship of an extracurricular activity should be voluntary. The most widely used method of selecting sponsors as mentioned in the literature was administrative appointment.

Non-staff members sponsored extracurricular activities in 22.2 per cent of the high schools and only 25.8 per cent of the respondents were in favour of this practice. The literature suggested that this practice should be regarded as makeshift, to be employed only on rare occasions.

The Protestant School Board, of Greater Montreal offered an



extensive in-service education program and only one school offered in-service training for its staff members. There were 71.2 per cent of the respondents who would like to see the high schools provide some form of in-service training for the sponsorship of activities. Many writers felt that in-service training programs were the answer to developing adequate sponsors for extracurricular activities.

Regarding the question of whether sponsors should receive some form of credit for sponsoring extracurricular activities, 72.2 per cent of the high schools surveyed lightened a teacher's work load for sponsoring extracurricular activities. Only 33 per cent of those persons sponsoring extracurricular activities in these schools received a lightened teaching load. A teacher's work load should be lightened for the sponsorship of extracurricular activities in the opinion of 75.8 per cent of the professional people interviewed, while 40.9 per cent felt that a sponsor should receive financial remuneration for sponsorship of extracurricular activities. The literature implied that it was preferable to make a compensating reduction in the teaching load for the services of sponsors rather than to provide financial remuneration.

The mean time spent per week by respondents sponsoring extracurricular activities in Montreal Protestant high schools was 6.78 hours per week for the entire school year. Those persons teaching physical education spent the most time per week and sponsored the most extracurricular activities in the high schools. Research studies reported that physical education teachers were responsible for most of





the hours spent in the supervision of extracurricular activities and they also supervised the greatest number of activities.

Table XXX shows a comparison of the type of extracurricular activities sponsored in Montreal Protestant high schools by the respondents and the activities they preferred to sponsor. There were more people who preferred to sponsor only intramural athletic activities or all three types of extracurricular activities than were presently sponsoring those activities, whereas fewer people preferred to sponsor the combination of non-athletic and interscholastic athletic activities than were presently sponsoring this combination of activities.

TABLE XXX

THE TYPE AND PREFERENCE OF EXTRACURRICULAR ACTIVITIES SPONSORED BY PROFESSIONAL PEOPLE IN THE MONTREAL PROTESTANT HIGH SCHOOLS

| Type of Activity                                 | Percentage who Sponsored this Type of Activity | Percentage who Preferred to Sponsor this Type of Activity |
|--------------------------------------------------|------------------------------------------------|-----------------------------------------------------------|
| Interscholastic athletic                         | 15.2                                           | 13.6                                                      |
| Intramural athletic                              | 1.5                                            | 12.1                                                      |
| Non-athletic                                     | 15.2                                           | 12.1                                                      |
| All three                                        | 3.0                                            | 16.7                                                      |
| Non-athletic and Interscholastic athletic        | 12.1                                           | 4.5                                                       |
| Non-athletic and Intramural athletic             | 4.5                                            | 4.5                                                       |
| Interscholastic athletic and Intramural athletic | 27.3                                           | 22.7                                                      |
| Not sponsoring                                   | 21.2                                           | 13.8                                                      |
| Total                                            | 100.0%                                         | 100.0%                                                    |





### III. PARTICIPATION POLICIES

Decisions regarding encouraging and limiting student participation in extracurricular activities were made by the principals in 27.8 per cent of the Montreal Protestant high schools, while in another 27.8 per cent of the high schools a committee composed of the principal with staff and/or sponsors made these decisions. It was the opinion of 28.8 per cent of the professional people that the principal should make these decisions, while another 18.1 per cent agreed that the suggested committee should make the decisions regarding encouraging and limiting student participation in extracurricular activities. Still another 25.8 per cent of the professional people felt that these decisions should be made by this committee with the inclusion of students on the committee.

None of the eighteen Montreal Protestant high schools required a student to participate in their extracurricular activity programs and 94 per cent of the high schools encouraged their students to participate in extracurricular activities. There was agreement among 60.6 per cent of the professional people that students should not be required to participate in an extracurricular activity program offered by a school.

A great majority of the respondents, 97.5 per cent, felt that students should be encouraged to participate in an extracurricular activity program.

A point system, a major-minor system, a group system and guidance were the methods used in the Montreal Protestant high schools and



recommended by professional people and the literature as ways of encouraging and limiting student participation in extracurricular activities.

Student participation was limited or controlled in 50 per cent of the high schools and 65.1 per cent of the professional people agreed with this practice. Limiting student participation seemed justified, according to the literature, for at least two reasons. First, it prevents excessive participation on the part of students and second, it prevents a few students from participating in too many activities, thus allowing other students a chance to participate.

Scholarship was used as a criteria in limiting student participation in 38.9 per cent of the Montreal Protestant high schools. This practice was suggested by 54.5 per cent of the professional people interviewed in those schools. The literature was in unanimous agreement that to limit student participation on the basis of scholastic achievement was not a favourable approach.

The same intramural athletic activities as interscholastic athletic activities were offered to the students in 83.3 per cent of the high schools. A majority of the respondents, 87.9 per cent, felt that an intramural athletic program should be offered before an interscholastic athletic program. The literature suggested that where a school offered interscholastic athletic activities the same intramural activities should be offered.

Seventeen high schools had girls participating in an interscholastic athletic program and there was unanimous agreement on the







part of the respondents that girls should participate in an organized program of interscholastic athletics. They did suggest, however, that the program not be organized on as competitive a basis as the boys' program under the G.M.I.A.A. The literature suggested that occasional play days instead of interscholastic competition be organized for girls.

Students were rewarded for participating in extracurricular activities in all eighteen Montreal Protestant high schools and 91 per cent of the professional people in those schools favoured this practice.

#### IV. SCHEDULING

The arrangement used by 77.8 per cent of the Montreal Protestant high schools to schedule their extracurricular activities was as follows: the individual sponsor scheduled his own non-athletic activity; the physical education department scheduled the intramural athletic activities and the G.M.I.A.A. scheduled the interscholastic athletic activities. The arrangement just mentioned was the one suggested by 42.4 per cent of the respondents as to how the extracurricular activities offered by a school should be scheduled.

The length of time an activity was permitted to meet was limited in 50 per cent of the high schools and 60.6 per cent of the professional people interviewed in those schools agreed with such a practice. The number of times an activity may meet was limited in 27.7 per cent of the schools and 53 per cent of the respondents favoured this custom.

Extracurricular activities were offered during the school day



in 88.9 per cent of the high schools and after school in all high schools. Only 15.1 per cent of the professional people interviewed felt that extracurricular activities should be scheduled only during the school day, while 24.2 per cent felt they should be offered only after school. The remaining 60.7 per cent felt that extracurricular activities should be offered during school and after school. The literature favoured scheduling extracurricular activities both during school and after school and stated that scheduling activities during school hours is being more frequently done in high schools today.

None of the eighteen high schools scheduled extracurricular activities in the evening, except for the occasional band concert or play and only one school scheduled extracurricular activities, other than interscholastic athletics, on the weekend. In the opinion of 87.9 per cent of the respondents, extracurricular activities should not be scheduled in the evenings, and 75.8 per cent were against scheduling extracurricular activities, other than the interscholastic athletic ones, on the weekend. The literature stated that evenings were not a popular time to schedule activities, because of the interference with students' homework and the sponsor's time and for these same two reasons, scheduling activities on the weekend was not recommended.

The interscholastic athletic activities were scheduled for competition after school in all high schools and this was when they should be scheduled in the opinion of 71.2 per cent of the professional people. The literature suggested that interscholastic athletic activities should be scheduled so that there will be a minimum of





interference with academic work.

## V. FINANCE

The mean percentage of the total cost of the high schools' extracurricular activity programs that was financed by the School Board was 64.6 per cent. Student funds supported the other 35.4 per cent. There was 100 per cent agreement by the respondents that a school board should finance a school's extracurricular activity program. The extent to which the school board should finance a program varied considerably with 16.7 per cent stating that there should be total support. The literature implied that a school board should financially support an extracurricular activity program and that this support should be provided in the the same manner and from the same sources as that provided for other educational programs.

All eighteen high schools raised funds to support and operate their extracurricular activity programs, a practice supported by 80.3 per cent of the professional people working in the schools. The feeling expressed in the literature was that if the extracurricular activity program was really a part of the educational enterprise, funds should not have to be raised to support the program and students should not have to bear the financial burden of the program.

The money raised by the students to help finance the extracurricular activity programs in their schools was directed to a central fund in 66.7 per cent of the high schools. The opinion of 72.7 per cent of the respondents was that the money raised by the students should





go to a central fund. The literature also suggested this method of controlling the money.

The principal administered this central fund in 38.9 per cent of the high schools and in another 38.9 per cent of the schools the students were involved in administering the fund. The administration of the central fund should be the responsibility of the principal in the opinion of 42.4 per cent of the respondents, whereas 28.8 per cent felt that the students through the student council, should administer this central fund. The literature recommended that a financial committee be responsible for handling the finances of an extracurricular activity program in a school. It was suggested that students administer the funds under the guidance of a financial advisor appointed by the principal.

The money used in financing extracurricular activity programs in 55.6 per cent of the high schools was allotted to each activity according to a budget presented by that activity, a practice favoured by 48.5 per cent of the respondents. The practice suggested in the literature was to have each activity present its budget and in turn it would receive a stated amount or a certain per cent of the total budget for the extracurricular activity program of that school.

## VI. EVALUATION

There were 61.1 per cent of the high schools reporting that they had a set of goals or objectives that the extracurricular activity program was designed to achieve. The opinion of 59.1 per cent of the



respondents was that a school should have a set of objectives or goals for its extracurricular activity program.

Evaluation of the extracurricular activity program was carried out on an informal basis in 77.8 per cent of the Montreal Protestant high schools and it was the opinion of 94.4 per cent of the respondents that a school's extracurricular activity program should be evaluated. The literature suggested that evaluation be conducted for two reasons, to determine the immediate effects of participation and to determine the ultimate effects of participation.

Table XXXI shows how often the high schools that did evaluate their program actually evaluated their programs, and the opinions of the respondents as to how often they felt a school should evaluate its extracurricular activity program. There were 57.6 per cent of the high schools that did evaluate their programs, evaluating them continuously, and it was the opinion of 21.2 per cent of the respondents that a school should continuously evaluate its extracurricular activity program. The literature suggested that the evaluation of an extracurricular activity program be a continuous process.

The high schools that did evaluate their programs, evaluated each individual activity to assess its worth and justify its inclusion in the extracurricular activity program offered by the school. The opinion expressed by 54.5 per cent of the professional people interviewed was that the evaluation should be of each individual activity, whereas 15.2 per cent felt that the program as a whole should be evaluated. A combination of both practices was favoured by 25.8 per cent of the respondents.







The literature suggested that evaluation be confined to a specific activity in the program or to a related set of parts or aspects of the total program such as the non-athletic activities.

TABLE XXXI

A COMPARISON OF THE NUMBER OF TIMES THE HIGH SCHOOLS EVALUATED THEIR PROGRAMS AND THE NUMBER OF TIMES THE RESPONDENTS FELT A PROGRAM SHOULD BE EVALUATED

| Time for Evaluation     | Percentage of Schools that Evaluated at this Time | Percentage who felt that a School should Evaluate at this Time |
|-------------------------|---------------------------------------------------|----------------------------------------------------------------|
| Yearly                  |                                                   | 25.8                                                           |
| End of year             | 16.7                                              | 24.2                                                           |
| Continuous              | 44.4                                              | 21.2                                                           |
| Termination of activity | 11.1                                              | 9.0                                                            |
| As need arises          |                                                   | 7.6                                                            |
| Semi - tri - annually   | 5.6                                               | 4.6                                                            |
| No response             | 22.2                                              | 7.6                                                            |
| Total                   | 100.0%                                            | 100.0%                                                         |

Table XXXII shows a comparison of who actually evaluated the activities in the Montréal Protestant high schools with the opinion of the professional people as to who they felt should evaluate a program. The administration and sponsors evaluated the extracurricular activities in 50 per cent of the high schools and 25.8 per cent of the respondents indicated that these people should evaluate the activities. Another



25.8 per cent of the respondents felt that the students should help in the evaluation of the activities along with the administration and sponsors. The literature suggested that the evaluation personnel be carefully selected for their knowledge, interest and special competence in the administration of an extracurricular activity program.

TABLE XXXII

A COMPARISON OF WHO EVALUATED THE EXTRACURRICULAR ACTIVITIES  
IN THE HIGH SCHOOLS WITH WHO THE RESPONDENTS FELT  
SHOULD EVALUATE THE ACTIVITIES

| Persons Evaluating                        | Percentage of<br>Schools where These<br>Persons Evaluated<br>the Program | Percentage who felt<br>These Persons Should<br>Evaluate the Program |
|-------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------|
| Administration and sponsors               | 50.0                                                                     | 25.8                                                                |
| Administration-sponsors-staff             | 5.6                                                                      | 25.8                                                                |
| Sponsors                                  | 11.1                                                                     | 13.6                                                                |
| Administration and staff                  |                                                                          | 12.1                                                                |
| Sponsors and students                     |                                                                          | 6.1                                                                 |
| Principal                                 | 11.1                                                                     | 7.1                                                                 |
| Committee                                 |                                                                          | 4.5                                                                 |
| No opinion                                | 22.2                                                                     | 3.0                                                                 |
| Director of extracurricular<br>activities |                                                                          | 1.5                                                                 |
| School Board                              |                                                                          | 1.5                                                                 |
| Total                                     | 100.0%                                                                   | 100.0%                                                              |



Records of some form were kept in all the high schools and 91.4 per cent of the professional people interviewed in those schools felt that records should be kept to aid in the administration of an extra-curricular activity program. Table XXXIII compares the records kept in the Montreal Protestant high schools with those records that the professional people interviewed felt should be kept. The list of records shown in the table was drawn up as a result of reviewing the literature and the suggested records mentioned in the research studies. The records appearing on the list were the ones most frequently used or recommended in the literature.

TABLE XXXIII

A COMPARISON OF THE RECORDS KEPT IN THE HIGH SCHOOLS WITH  
RECORDS THAT THE RESPONDENTS SUGGESTED BE KEPT

| Types of Records                     | Percentage of<br>Schools Keeping<br>Each Record | Percentage of Respon-<br>dents Suggesting Each<br>Record be Kept |
|--------------------------------------|-------------------------------------------------|------------------------------------------------------------------|
| Registration blank for each activity | 22.2                                            | 37.9                                                             |
| Permanent record for each activity   | 16.7                                            | 27.3                                                             |
| Permanent record for each student    | 88.9                                            | 84.8                                                             |
| Sponsor's report                     | 61.1                                            | 40.9                                                             |
| Eligibility card                     | 5.6                                             | 12.1                                                             |
| Medical forms                        | 100.0                                           | 91.4                                                             |
| Various record forms                 | 94.4                                            | 84.6                                                             |
| Financial record                     | 5.6                                             |                                                                  |





## VII. SUMMARY

This chapter has presented a comparison of the present practices in the administration of extracurricular activity programs in Montreal Protestant high schools with professional opinion and related literature regarding the administration of an extracurricular activity program in a school.

There was general agreement between opinions expressed by the respondents and the trends and practices suggested in the literature and research findings. This was particularly true in the administrative areas of supervision, scheduling, finance and evaluation.



## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

This study was concerned with a descriptive survey of the present practices used by Montreal Protestant high schools in the administration of their extracurricular activity programs. An attempt was made to obtain and examine the opinions of the principals, physical educators and teachers as to how they believed an extracurricular activity program should be administered.

The information regarding the present practices and professional opinions was collected by means of an interview-schedule. The data obtained were then analyzed and a comparison was made between present practices in administering high school extracurricular activity programs, professional opinions as to the administration of a program and trends and practices suggested in the literature and research studies regarding administrative practices.

#### I. CONCLUSIONS RESULTING FROM THE INVESTIGATION

The following conclusions were based upon an analysis of the data and the comparison of present practices in Montreal Protestant high schools with opinions of professional people working in those schools.

1. There were no School Board policies regarding the organization and administration of non-athletic and intramural athletic activities in the high schools under the jurisdiction of the Protestant





School Board of Greater Montreal. However, the interscholastic athletic activities were organized and administered by a regional association, the G.M.I.A.A. The Coordinator of Athletics for this Association was a School Board employee.

The practices used to organize and administer the extracurricular activity programs in the Montreal Protestant high schools varied from the principal having complete responsibility, to an involvement by the student council, physical education department and the G.M.I.A.A.

2. A majority of the professional people were of the opinion that a school board should have policies regarding the organization and administration of extracurricular activity programs within the schools under its jurisdiction.

The arrangements suggested by the professional people concerning who should administer an extracurricular activity program were similar to those being presently practiced in the Montreal Protestant high schools.

3. All of the high schools had sponsors for the extracurricular activities they offer and a majority of the sponsors volunteered their services. There were a few non-staff members sponsoring extracurricular activities. No staff member sponsoring extracurricular activities received financial remuneration; however, in some high schools a few teachers, usually those teaching physical education, did receive a lightened teaching load. The physical educators sponsored more extracurricular activities and spent more time in the sponsorship of extracurricular activities than the other teachers.



4. The professional people interviewed felt that all extracurricular activities offered by a school should be sponsored, voluntarily, by staff members rather than non-staff members. From the opinions of the professional people interviewed it appeared that they would rather receive a lightened teaching load for the sponsorship of extracurricular activities than financial remuneration.

5. Decisions regarding encouraging or limiting student participation in extracurricular activities were made by either the administration, staff, sponsors, students or a combination of these people in the Montreal Protestant high schools. The administration, principal and vice-principals, was involved in making the decisions regarding encouraging or limiting student participation in a majority of high schools. Half the schools limited or controlled student participation using scholarship and over-participation as their criteria.

6. A great majority of professional people felt that the persons presently making decisions concerning limiting or encouraging student participation in extracurricular activities were the ones who should be responsible for making such decisions. They felt that students should be limited in their participation and that scholarship was a good criteria.

7. Most high schools used the following arrangement in scheduling their extracurricular activities. The individual sponsor scheduled his own non-athletic activity, the physical education department scheduled the intramural athletic activities and the G.M.I.A.A. scheduled the interscholastic athletic activities. The non-athletic





and intramural athletic activities were offered during the school day, after school and sometimes on the weekend, but not in the evenings. The interscholastic athletic activities were scheduled after school during the week.

8. The arrangement used by most of the high schools to schedule their extracurricular activities was the one most frequently suggested by the professional people. They felt that the activities should be scheduled during school and after school, but not in the evenings nor on the weekends unless it was a special event. The opinion of professional people interviewed was that interscholastic athletic events should be scheduled after school so as not to interfere with academic work.

9. The eighteen Montreal Protestant high schools received financial support from both the School Board and students. The School Board provided funds through a grant for each interscholastic athletic team sponsored by the school and provided a further fund for the intramural athletic program by a grant on a per pupil basis. The students of each school raised funds to support their extracurricular activities. This money was usually directed to a central fund and was administered by the principal or the students under the guidance of the principal. The general procedure was to allot money to each activity according to a presented budget or as the need arose.

10. There was unanimous agreement among the professional people that a school board should financially support the extracurricular activity program in the schools under its jurisdiction, however, they





varied as to the extent of this support. The practice of students raising funds to support an extracurricular activity program and the present methods of administering and allocating the funds were advocated by a great majority of the respondents.

11. Evaluation on an informal basis was carried out in most of the Montreal Protestant high schools. Each individual activity was evaluated and this evaluation was usually done by the administration and the sponsor of that activity on a continuous basis, at the termination of the activity or at the end of the school year. Various records were kept to aid in the administration of the extracurricular activity programs in the eighteen high schools.

12. A majority of the professional people felt that a school should evaluate its extracurricular activity program. It was suggested that each individual activity be evaluated and that the program also be evaluated as a whole by the administration, staff and students on an informal and continuous basis. They suggested that the records presently being kept in the Montreal Protestant high schools were the ones that should be used in order to properly administer an extracurricular activity program.

## II. RECOMMENDATIONS

The following recommendations are submitted as possible contributions to the more effective and efficient administration of the extracurricular activity programs in Montreal Protestant high schools.

1. At present the Montreal Protestant high schools use a variety



of methods to organize and administer their extracurricular activity programs. It is recommended that the organization and administration of the programs have more centralization of responsibility and control. This consolidation could be achieved by the principal appointing either an Extracurricular Activity Committee or a Director of Extracurricular Activities to organize and administer the program. The Committee or Director would be responsible to the principal and the scope of work and duties would be specifically associated with the administration of the extracurricular activity program within the school.

2. The practice of adjusting a teacher's work load for the sponsorship of extracurricular activities should be extended to include more personnel than at present. It is recommended that if a teacher is sponsoring extracurricular activities, an appropriate adjustment of his "teaching load" be made in light of a realistic consideration of the time spent sponsoring the activities and of the teacher's total contribution to the school.

3. The scheduling of extracurricular activities during the noon hour and after school should be kept at a minimum and it is recommended that the high schools offer more non-athletic and intramural athletic activities during the school day. An activity period in the legal school day should be set aside for various activities. Pupils not involved in any of the activities offered that day would report to an assigned study room.

4. Since extracurricular activities may properly be regarded as integral parts of the total educational enterprise and deserve a place







in the school schedule, they certainly merit the endorsement and financial support of a school board. Consequently, it is recommended that the School Board absorb a greater proportion of the total cost of the extracurricular activity programs by increasing its grants to the high schools, thus relieving some of the financial burden presently imposed upon the students.

It is suggested that if the students are required to raise funds to support their extracurricular activity programs, one general "activity fee" should be levied at the beginning of the school year thus allowing the students the privileges and opportunities of the total activity program.

Furthermore, it is recommended that a finance committee be set up in each high school to administer all the money designated for the extracurricular activity program. This committee should have a financial advisor selected by the principal as its chairman and be made up of students who would administer the finances and benefit from this educational experience.

5. The improvement of a high school extracurricular activity program requires a clear analysis of the purposes it hopes to achieve and an evaluation of results in terms of those purposes. Evaluation is coming to be recognized as an integral part of the educational process, inseparable from good teaching and it is therefore recommended that each high school evaluate its extracurricular activity program. A variation of evaluative procedures, both formal and informal, should be employed and this evaluation should concern itself



with all aspects of the extracurricular activity program. The evaluation should be carried out by the administration, the sponsors and the students on a continuous basis.



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APPENDIX A

INTERVIEW-SCHEDULE



## INTERVIEW-SCHEDULE INSTRUCTIONS

### SECTION I

This section is designed to collect information regarding the administration of the extracurricular activity program in each school. One such interview-schedule will be asked to the principal, except part B ii on Supervision which will be asked to the director of physical education and two other teachers.

### SECTION II

All questions in this section will be asked to the principal, director of physical education, and teachers as selected in each school.

### GENERAL INFORMATION

Name of School \_\_\_\_\_

Name of Principal \_\_\_\_\_

Name of Physical Education Director \_\_\_\_\_

Name of Teacher \_\_\_\_\_

Total number of teachers employed \_\_\_\_\_

Total number of students enrolled \_\_\_\_\_

Boys \_\_\_\_\_ Girls \_\_\_\_\_



## SECTION I

## A. ORGANIZATIONAL STRUCTURE

1. Has the school board established any policies regarding the administration of the extracurricular activity program?

Yes ( )  
No ( )
2. Does the school have any written policies regarding the extracurricular activity program?

Yes ( )  
No ( )
3. Which of the following administers the total extracurricular activity program?
  - a. Principal ( )
  - b. Director of Extracurricular Activities ( )
  - c. Extracurricular Activity Committee ( )
  - d. Students' Council ( )
  - e. Other (specify) \_\_\_\_\_ ( )
4. Who is responsible for the organization and administration of the intramural athletic program?
  - a. Principal ( )
  - b. Department of Physical Education ( )
  - c. Other (specify) \_\_\_\_\_ ( )
5. Who is responsible for the organization and administration of the interscholastic athletic program?
  - a. Principal ( )
  - b. Department of Physical Education ( )
  - c. Other (specify) \_\_\_\_\_ ( )





## B. SUPERVISION

## Part (i)

1. Are all extracurricular activities sponsored?

Yes ( )  
No ( )

If no, comment \_\_\_\_\_

2. Approximately what percent of your teachers are sponsoring extra-curricular activities?

( )

3. Which of the following methods is used in selecting sponsors:

a. Student Selection ( )

b. Administrative Appointments  
(compulsory and assigned) ( )

c. Teacher Selection  
(voluntary and elective) ( )

d. Administrator-Teacher Conference  
(teacher indicates preference and principal assigns  
accordingly where possible) ( )

e. Other (explain) \_\_\_\_\_ ( )

4. Do you have anyone from outside the school (non-staff) sponsoring an extracurricular activity?

Yes ( )  
No ( )

5. Is there any provision for the in-service training of sponsors in your school?

Yes ( )  
No ( )

If yes, comment \_\_\_\_\_

6. Do you adjust a teacher's work load for sponsoring an extra-curricular activity?

Yes ( )  
No ( )

If yes, how? \_\_\_\_\_



7. Are teachers rewarded for their sponsorship of extra-curricular activities?

Yes ( )  
No ( )

If yes, how?

- a. Lighter work load ( )  
b. Financial remuneration ( )  
c. Other (specify) \_\_\_\_\_ ( )

### Part (ii)

1. Do you sponsor extracurricular activities?

Yes ( )  
No ( )

2. How many? ( )

3. How much time do you spend a week (on the average) in the sponsorship of extracurricular activities over the entire school year?

( )

4. What background experience(s) do you have that has helped you the most in the sponsorship of extracurricular activities?

- a. Experiences as a participant in extracurricular activities at the high school or college level ( )  
b. Training at an institution ( )  
c. Inservice training ( )  
d. Other (specify) \_\_\_\_\_ ( )  
e. None ( )

5. What type of extracurricular activity(s) do you sponsor?

- a. Interscholastic athletic ( )  
b. Intramural athletic ( )  
c. Non-athletic (specify) \_\_\_\_\_ ( )





6. Do you know what authority and responsibilities you have as a sponsor?

Yes

No

Some

( )

( )

( )
7. Which of the following types of reward do you receive for sponsoring extracurricular activities?

a. Lightened teaching load

b. Financial remuneration

c. Other (specify) \_\_\_\_\_

d. No reward

( )

( )

( )

( )

C. PARTICIPATION REGULATIONS

1. Who makes the decisions regarding encouraging and limiting students' participation in extracurricular activities?

a. Principal

b. Staff

c. Principal with Staff

d. Other (specify) \_\_\_\_\_

( )

( )

( )

( )
2. Do you require students to participate in extracurricular activities?

Yes

No

( )

( )
3. Do you encourage participation in extracurricular activities?

Yes

No

( )

( )

If yes, by what means?

a. Point System

b. Major-Minor System

c. Guidance

d. Other \_\_\_\_\_

( )

( )

( )

( )



4. Approximately what per cent of the students take part in extracurricular activities?

Boys ( )

Girls ( )

Total ( )

5. Do you control (limit) a student's participation in extracurricular activities?

Yes ( )

No ( )

If yes, why?

a. To assure participation by all students ( )

b. To prevent excessive participation by individuals ( )

c. Other (specify) \_\_\_\_\_ ( )

6. Do you control (limit) participation by any of the following methods?

a. Age ( )

b. Conduct ( )

c. Guidance ( )

d. Major-Minor System ( )

e. Number of subjects taken ( )

f. Number of activities allowed to participate in ( )

g. Point System ( )

h. Scholarship ( )

i. Other (specify) \_\_\_\_\_ ( )

7. Do you offer the same intramural athletic activities as interscholastic athletic activities?

Yes ( )

No ( )

8. Does your school belong to an association that administers, organizes, or controls interscholastic athletic activities?

Yes ( )

No ( )



If yes:

- a. Local ( )
- b. Regional ( )
- c. Provincial ( )
- d. Other (specify) \_\_\_\_\_ ( )

9. Do girls participate in interscholastic athletic activities in your school?

Yes ( )  
No ( )

If no, why? \_\_\_\_\_

10. Does your school reward students for participation in extra-curricular activities?

Yes, every participant ( )  
Yes, winners only ( )  
Yes, both ( )  
No ( )

If yes, how?

- a. Crests ( )
- b. Pins ( )
- c. Certificates ( )
- d. Other (specify) \_\_\_\_\_ ( )

11. Which of the following areas has the greatest student participation?

- a. Non-athletic activities ( )
- b. Intramural athletic activities ( )
- c. Interscholastic athletic activities ( )





### D. SCHEDULING

1. Who is responsible for the scheduling of extracurricular activities in your school?
  - a. Principal ( )
  - b. Staff ( )
  - c. Sponsors ( )
  - d. Others (specify) \_\_\_\_\_ ( )
  
2. Do you limit either:
  - a. The length of time allowed for an activity
 

Yes ( )  
 No ( )
  - b. The number of times an activity may meet a week?
 

Yes ( )  
 No ( )
  
3. Are all activities offered during the school day or just some?
 

Yes, all ( )  
 Some ( )  
 None ( )

If some, do they include?

  - a. Interscholastic activities ( )
  - b. Intramural athletics ( )
  - c. Non-athletic activities ( )
  
4. Does your school schedule its extracurricular activities during the school day? (This includes the noon hour)
 

Yes ( )  
 No ( )

If yes, when? \_\_\_\_\_

  - a. Noon hour ( )
  - b. First Period ( )



- c. Last Period ☐
- d. During the Physical Education period ☐
- e. Activity period ☐
- f. Other (specify) \_\_\_\_\_ ☐
5. If you schedule some or all of your extracurricular activities outside the school day, when are they held?
- a. Before school ☐
- b. After school ☐
- c. Evenings ☐
- d. Weekends ☐
- e. Other (specify) \_\_\_\_\_ ☐
6. When do you schedule most of your intramural athletic activities?
- a. Noon hour ☐
- b. After school ☐
- c. Physical Education classes ☐
- d. During School Activity periods ☐
- e. Other (specify) \_\_\_\_\_ ☐
7. Who is responsible for scheduling the interscholastic athletic activities?
- a. Principal ☐
- b. Coach ☐
- c. Physical Education Department ☐
- d. League members (school representative) ☐
- e. Regional Association ☐
- f. Other (specify) \_\_\_\_\_ ☐





8. When are the interscholastic athletic activities scheduled?
- a. Afternoons ( )
  - b. Evenings ( )
  - c. Friday ( )
  - d. Saturday ( )
  - e. Sunday ( )
  - f. Mondays to Thursdays ( )
  - g. Other, (specify) \_\_\_\_\_ ( )
9. Does the school assume responsibility for the actions of its team members at interscholastic athletic activities held away from the school?
- Yes ( )  
No ( )
- If no, why not? \_\_\_\_\_

#### E. FINANCE

1. What percentage (approximate) of the total cost of the extra-curricular activity program is financed by:
- a. School board ( ) %
  - b. Funds raised by students ( ) %
  - c. Other (specify) \_\_\_\_\_ ( ) %
2. Does the school raise funds for the operation of its extra-curricular activity program?
- Yes ( )  
No ( )
3. If the answer to question 2 was yes, which of the following practices are used?
- a. Charging admission at athletic contests ( )
  - b. Fees, dues, and assessments for clubs, etc. ( )



- c. Social events - dances ( )
  - d. Plays, dramatics ( )
  - e. Sales of books, food ( )
  - f. General fee -- includes everything ( )
  - g. Activity Ticket ( a ticket admitting the student to all school activities for the school year) ( )
  - h. Subscriptions, donations, etc. ( )
  - i. Profits from a tuck shop ( )
  - j. Other methods (specify) \_\_\_\_\_ ( )
4. Is the money raised by the students directed to?
- a. Each organization that collects it ( )
  - b. A central fund ( )
  - c. The Students' Council ( )
  - d. The Principal ( )
  - e. Other (specify) \_\_\_\_\_ ( )
5. Who administers the money if it goes to a central fund?
- a. Principal ( )
  - b. Students' Council ( )
  - c. School Treasurer appointed by principal ( )
  - d. School bank ( )
  - e. Other (specify) \_\_\_\_\_ ( )
6. How is the money received from either the board, fund raising, or both, allotted to the various extracurricular activities?
- a. Each organization receives an amount equal to previous year's expenses ( )
  - b. Each organization receives a certain percentage of the total amount ( )



c. Each organization receives funds as it needs them ( )

d. Each organization receives funds according to its presented budget ( )

e. Other (specify) \_\_\_\_\_ ( )

7. Do sponsors receive financial remuneration?

Yes ( )

No ( )

If yes, for sponsorship of which activities? \_\_\_\_\_

#### F. EVALUATION

1. Has your school a set of objectives or goals that the extra-curricular activity program is designed to achieve?

Yes ( )

No ( )

2. Does your school evaluate its extracurricular activity program?

Yes ( )

No ( )

If yes, how:

a. Formally ( )

b. Informally ( )

3. How often do you evaluate your program? \_\_\_\_\_

4. Do you evaluate the program as a whole, or each activity individually to assess its worth and justify its inclusion in the program?

a. Evaluate the program as a whole ( )

b. Each activity individually ( )

c. Other (specify) \_\_\_\_\_ ( )





## 5. Who does the evaluating?

- a. Central office officials ( )
- b. Principal ( )
- c. Staff ( )
- d. Students ( )
- e. Parents ( )
- f. Combination of above (name) \_\_\_\_\_ ( )
- g. Other (specify) \_\_\_\_\_ ( )

## 6. Are any of the following records kept to facilitate the administration of the extracurricular activity program?

- a. Registration blank for each activity ( )
- b. Permanent record card for each organization ( )
- c. Permanent record card for each student ( )
- d. Sponsor's report ( )
- e. Eligibility cards ( )
- f. Medical--Permission to Play--cards ( )
- g. Record forms for Major-Minor or Point Systems, etc. ( )
- h. Other (specify) \_\_\_\_\_ ( )



SECTION II

A. ORGANIZATIONAL STRUCTURE

1. Do you feel that the school board should have established policies regarding the administration of extracurricular activities?

Yes

( )

No

( )
2. Should the school have written policies regarding the administration of an extracurricular activity program?

Yes

( )

No

( )
3. Who do you believe should administer the extracurricular program?
4. Who should be responsible for the organization and administration of the intramural athletic program?
5. Who should be responsible for the organization and administration of the interscholastic athletic program?
6. Should the Students' Council be involved in the administration of extracurricular activities?
- To what extent?

B. SUPERVISION

1. Should all extracurricular activities be sponsored?

Yes

( )

No

( )





2. Do you feel that sponsoring an activity should be voluntary or required?

Voluntary ( )  
Required ( )

3. Do you feel that non-staff members should sponsor extracurricular activities?

Yes ( )  
No ( )

Comment: \_\_\_\_\_

4. Would you like to see provisions made for in-service training for various sponsorships in your school?

Yes ( )  
No ( )

For what areas? \_\_\_\_\_

5. Do you feel that a teacher's work load should be adjusted (lightened) for sponsorship?

Yes ( )  
No ( )

6. Should teachers be rewarded financially for sponsoring extracurricular activities?

Yes ( )  
No ( )

7. Do you feel that you received adequate training for the sponsorship of extracurricular activities?

Yes ( )  
No ( )

8. What type(s) of extracurricular activity do you prefer to sponsor?

a. Non-athletic ( )

b. Intramural athletic ( )

c. Interscholastic athletic ( )

9. Do you feel that your authority and responsibility in sponsoring extracurricular activities is spelled out clearly enough?

\_\_\_\_\_



## C. PARTICIPATION POLICIES

1. Who should make the decisions regarding limiting participation in extracurricular activities?
- 

2. Should students be required to participate in the extracurricular activity program?

Yes ( )  
No ( )

3. Should students be encouraged to participate in the extracurricular activity program?

Yes ( )  
No ( )

4. Should students be limited in their participation in extracurricular activities?

Yes ( )  
No ( )  
In some cases ( )

Comment: \_\_\_\_\_

5. What do you feel are the best methods of limiting participation in the extracurricular activity program?
- 

6. Is scholarship a good criteria to use for limiting participation in extracurricular activities?

Yes ( )  
No ( )

Comment: \_\_\_\_\_

7. Should an intramural athletic program be offered before an interscholastic one?

Yes ( )  
No ( )

8. Should the school belong to an association that organizes, administers, or controls interscholastic athletic activities?

Yes ( )  
No ( )



9. Do you feel that girls should participate in interscholastic athletic activities?

Yes ( )  
No ( )

Comment: \_\_\_\_\_

10. Should students be rewarded for their participation in extra-curricular activities?

Yes, participation only ( )

Yes, winner only ( )

Yes, both ( )

No ( )

By what means? \_\_\_\_\_

#### D. SCHEDULING

1. Who should be responsible for scheduling extracurricular activities in the school?

\_\_\_\_\_

2. Should there be a limit on the length of time allowed for an activity?

Yes ( )  
No ( )

3. Should there be a limit on the number of times a week an activity can meet?

Yes ( )  
No ( )

4. Do you feel that all extracurricular activities, other than interscholastic, should be scheduled during the school day? That is, from opening bell, through noon hour, to the closing bell.

Yes ( )  
No ( )

5. When do you feel that extracurricular activities should be scheduled?

a. During the school day, (including noon hour) ( )





- b. After school ( )
- c. Both ( )
- d. Other (specify) \_\_\_\_\_ ( )

6. Should extracurricular activities be scheduled in the evenings?

Yes ( )

No ( )

If yes, what ones? \_\_\_\_\_

7. Should any extracurricular activities be scheduled in the evenings?

Yes ( )

No ( )

If yes, what ones? \_\_\_\_\_

8. When should interscholastic athletic activities be scheduled?

\_\_\_\_\_

9. Should the school assume responsibility for the conduct of their students at interscholastic activities held away from the school?

Comment: \_\_\_\_\_

#### E. FINANCE

1. Should the school board finance the extracurricular activity program?

Yes ( )

No ( )

If yes, to what extent? \_\_\_\_\_

2. Should the students raise funds to support the extracurricular activity program?

Yes ( )

No ( )

3. If you believe they should raise funds to support the extracurricular program, what methods or practices could they use?

\_\_\_\_\_



4. Should the money for extracurricular activities be kept in a central fund or should each organization administer its own funds?
- a. Kept in a central fund ( )
- b. Each organization administers its own ( )
- c. Other (specify) \_\_\_\_\_ ( )
5. If you feel that the money should be kept in a central fund, who should administer this fund?
- \_\_\_\_\_
6. If the money is kept in a central fund, how should it be allotted to the various activities within the extracurricular program?
- \_\_\_\_\_

#### F. EVALUATION

1. Should a school have a written set of objectives or goals for its extracurricular activity program?
- Yes ( )
- No ( )
2. Should a school evaluate its extracurricular activity program?
- Yes ( )
- No ( )
3. How often should the extracurricular activity program be evaluated?
- \_\_\_\_\_
4. Should the extracurricular activity program be evaluated as a whole, or should each individual activity be evaluated to assess its worth and justify its inclusion in the program?
- a. As a whole ( )
- b. Individually ( )
5. Who should do the evaluating of the extracurricular activity program?
- a. Central office officials ( )





- b. Principal ( )
- c. Staff ( )
- d. Students ( )
- e. Parents ( )
- f. Combination of above (name) \_\_\_\_\_ ( )
- g. Other (specify) \_\_\_\_\_ ( )
6. Do you feel that records should be kept for extracurricular activities?
- Yes ( )  
No ( )
7. What types of records would you suggest?
- a. Registration blank for each activity ( )
- b. Permanent record card for each organization ( )
- c. Permanent record card for each student ( )
- d. Sponsor's report ( )
- e. Eligibility cards ( )
- f. Medical--Permission to Play-- cards ( )
- g. Record forms for Major-Minor or Point System, etc. ( )
- h. Other (specify) \_\_\_\_\_ ( )



## APPENDIX B

## LETTERS TO PRINCIPALS

## LETTERS TO PRINCIPALS



Room 231,  
Education Building,  
University of Alberta,  
Edmonton, Alberta,  
April 1, 1965.

Dear

I am presently studying toward a Master's of Education Degree in Educational Administration at the University of Alberta in Edmonton, Alberta. Prior to studying here I taught for three years in the Province of Quebec, and at the termination of my studies plan to return to Quebec to continue teaching.

Part of my work will be a descriptive survey of the administration of extracurricular activity programs in Montreal Protestant high schools. The information obtained from this study will be of doubtless value to the Montreal school system, and it will serve to further increase the knowledge available on the administration of extracurricular activities. A copy of the completed study will be sent to the Board.

Permission has been received from the Protestant School Board of Greater Montreal to do this study in the high schools under its jurisdiction. May I request permission to visit your school and interview the principal, director of physical education, and two other staff members who would be available for an interview during the time I am to visit your school. The interviews with the above-mentioned persons would be voluntary and all replies would remain anonymous. The interview with the principal will take approximately one hour, while the interviews with the other staff members will take about thirty minutes each. Therefore I would be able to complete these interviews in one-half day in your school.

I would like to visit your school on May , 1965, in the . I have included a tentative schedule of visits to be made to each school.

I hope that you will consider my request for permission to do this study in your school, and that you will complete and return the attached form in the enclosed envelope by the 15th of April if at all possible. I thank you for your cooperation in this matter.

Sincerely yours,

GS/cs

George S. Scott





TO BE COMPLETED AND RETURNED  
IN THE ENCLOSED ENVELOPE TO:

Mr. G. Scott,  
Room 231,  
Education Building,  
University of Alberta,  
Edmonton, Alberta.

1. School \_\_\_\_\_
2. May I have permission to visit your school to interview the principal, director of physical education and two teachers.
- Yes \_\_\_\_\_ No \_\_\_\_\_
3. If the suggested day of May \_\_\_\_\_ in the \_\_\_\_\_ is not satisfactory, would you please indicate a day and time that would be convenient during the week of May 17 to 21, 1965.
4. I have thought it best that the two teachers to be interviewed be active and interested in the administration of extracurricular activities in your school. Would you please contact the director of physical education and two teachers who you feel will meet these qualifications to see if they would agree to such an interview?

In order to facilitate the scheduling of interviews in your school, I would greatly appreciate it if you could kindly make arrangements for these interviews as follows:

| <u>Position</u>                   | <u>Name</u> | <u>Time of Day</u> |
|-----------------------------------|-------------|--------------------|
| Principal                         | _____       | _____ (1 hour)     |
| Director of<br>Physical Education | _____       | _____ (30 min.)    |
| Teacher                           | _____       | _____ (30 min.)    |
| Teacher                           | _____       | _____ (30 min.)    |

Comments:  
\_\_\_\_\_  
\_\_\_\_\_

.....  
(Principal)



SCHEDULE OF SCHOOL VISITS

| <u>DATE</u>  | <u>TIME</u> | <u>PLACE</u>                      |
|--------------|-------------|-----------------------------------|
| May 3, 1965  | morning     | Dunton High School                |
| May 3, 1965  | afternoon   | Rosemount High School             |
| May 4, 1965  | morning     |                                   |
| May 4, 1965  | afternoon   | High School of Montreal           |
| May 5, 1965  | morning     | Baron Byng High School            |
| May 5, 1965  | afternoon   | Outremont High School             |
| May 6, 1965  | morning     | Verdun High School                |
| May 6, 1965  | afternoon   | Westmount High School             |
| May 7, 1965  | morning     | Northmount High School            |
| May 7, 1965  | afternoon   | Mount Royal High School           |
| May 10, 1965 | morning     | West Hill High School             |
| May 10, 1965 | afternoon   | Monklands High School             |
| May 11, 1965 | morning     | Montreal West High School         |
| May 11, 1965 | afternoon   | Wagar High School                 |
| May 12, 1965 | morning     | John Grant High School            |
| May 12, 1965 | afternoon   | School Board                      |
| May 13, 1965 | morning     | St. Laurent High School           |
| May 13, 1965 | afternoon   | Sir Winston Churchill High School |
| May 14, 1965 | morning     | Riverdale High School             |
| May 14, 1965 | afternoon   | Malcolm Campbell High School      |





Room 231,  
Education Building,  
University of Alberta,  
April 26, 1965.

Dear Mr.

Thank you for your letter granting me permission to visit your school in regard to my study of the administration of extra-curricular activity programs in Montreal Protestant High Schools.

At this time I would like to confirm the time and day that I will visit your school.

May \_\_\_\_\_ 1965, in the \_\_\_\_\_.

Once again may I thank you for your cooperation in this matter.

Sincerely yours,

GS/cs

George S. Scott.







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